

Bangladesh ABRA Guide



BANGLADESH ABRA GUIDE

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A free PDF may be downloaded at:

https://literacy.concordia.ca/resources/abra/teacher/en/resources_teacher_guides.php

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About this Document

- This guide aligns **NCTB** content with activities from **ABRACADABRA** (A balanced reading approach for children always designed to achieve best results for all).
- ABRACADABRA, or as it is more commonly referred to as **ABRA**, is a highly interactive, early literacy web-based tool that supports beginning readers through dozens of engaging activities and digital stories. The software addresses 4 essential skills: Alphabetics, Fluency, Comprehension and Writing.
- This document addresses the *Sounds, Letters and Words* (Alphabetics) section of the software.



Note: A separate guide for Storytelling Activities that targets reading fluency, vocabulary, and comprehension skills are to be taught outside of the 3-day plan. The stories in this program are from the ABRA software and address the 3 subskills as mentioned above.

How to Use this Document

- Each lesson has 3 days/lessons that aligns the NCTB textbook (Unit-2 Alphabet and Numbers) with ABRA.
- The ABRA activity is outlined at the top of each day followed by an introduction/warm-up activity: with software and without software options.
- Learning stations come after the introduction:
 - **Group 1** is an in-software activity with an option for when the software isn't available.
 - **Groups 2 and 3** are out of software activities that are from the NCTB textbook, the [ABRA Teacher Resource Site](#), or a hands-on activity.
- Review lesson are grouped by the following letters: A-E, F-J, K-O, P-T, and U-Z. These lessons also include an introduction to long vowels, vowel teams and the magic E rule.
- You may develop your own extension activities or homework related to the 3-day activities.

NCTB Unit-2

Lesson 1: Alphabet Song

Day 1	Day 2	Day 3
Signing into the Software <i>Introduction/Warm-up</i> <u>Software:</u> 1) Once usernames and uasswords have been assigned, fill out Login	Alphabet Song  <i>Introduction/Warm-up</i>	Alphabet Song  <i>Introduction/Warm-up</i>



Day 1	Day 2	Day 3
<p>Cards for each learner. Keep these safe as they will be used as a reference and learning material.</p> <p>2) Model to the class how to sign into the software.</p> <p>Over the course of a few days, have each learner practice logging in and out of the software.</p>	<p>Start the lesson by handing out the learner's Login Cards from the previous lesson. Prompt learners to look for letters from the login cards in the software or on the Alphabet line at the front of the class. This activity can be repeated throughout the program as new letters are introduced.</p> <p><u>Software:</u> Select Alphabet Song (level 1 sing along, and ABC, capital letters). The class sings along.</p> <p><u>Without Software:</u> Lead the class in singing the "Alphabet Song".</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Learners select Alphabet Song (level sing along, and abc small letters). Learners are to follow along on the screen and sing. The second time, learners select uppercase letters.</p> <p>Alternative: Learners use their finger to trace capital letters of their choice in the air. Teacher will point to the alphabet line above the board or model the shape.</p> <p>Group 2: Learners order capital letters using the Alphabet Cards from A-Z.</p> <p>Group 3: Textbook page 12, activity A, B, & C.</p>	<p><u>Software:</u> Select Alphabet Song (level 2 keep on singing, and abc small letters). The class sings along.</p> <p><u>Without Software:</u> Lead the class in singing the "Alphabet Song", stopping periodically to give the learners a chance to sing on their own.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Learners select Alphabet Song (level 2, keep on singing, and abc small letters). Learners follow along on the screen and continue singing when the software stops. The second time, learners select capital letters.</p> <p>Alternative: Learners model capital and small letters with pebbles.</p> <p>Group 2: Learners order small letters using the Alphabet Cards from A-Z. Encourage learners to use the alphabet line at the front of the class as a guide.</p> <p>Group 3: Textbook page 13, activity D.</p>






Lesson 2: aA-bB

Day 1 (aA)	Day 2 (aA)	Day 3 (aA)
<p data-bbox="207 254 586 323">Matching Sounds & Same Phoneme</p> <div data-bbox="310 338 483 415" style="text-align: center;"> </div> <p data-bbox="245 432 553 468"><i>Introduction/Warm-up</i></p> <p data-bbox="207 501 574 667">Software: Select Matching Sounds (level 1) and ask learners to give a thumbs up (same sound) or thumbs down (not same).</p> <p data-bbox="207 703 586 1003">Without Software: Teacher says two sounds aloud and the learners identify words that have that sound. Some examples: the A/a sound (like in the words ant, apple and alphabet) and the B/b sound (like in the words bag, ball and bird).</p> <p data-bbox="272 1073 526 1108"><i>Learning Stations</i></p> <p data-bbox="207 1142 553 1339">Group 1: Learners select Same Phoneme and take turns logging in to the software. In pairs, learners select if the sounds are the same or different.</p> <p data-bbox="207 1375 586 1472">Alternative: Provide learners pebbles to model capital and small letter A/a.</p> <p data-bbox="207 1507 574 1644">Group 2: Learners work with letter A/a Image Cards and Word Cards to match the word to the picture.</p> <p data-bbox="207 1677 574 1745">Group 3: Textbook page 14, activity A.</p>	<p data-bbox="618 254 997 323">Matching Sounds & Same Phoneme</p> <div data-bbox="721 338 894 415" style="text-align: center;"> </div> <p data-bbox="656 432 964 468"><i>Introduction/Warm-up</i></p> <p data-bbox="618 501 980 667">Software: Start with Matching Sounds (level 2) and ask learners to give a thumbs up (same sound) or thumbs down (not same).</p> <p data-bbox="618 703 997 1003">Without Software: Teacher says two sounds aloud and the learners identify words that have that sound. Some examples: the A/a sound (like in the words ant, apple and alphabet) and the B/b sound (like in the words bag, ball and bird).</p> <p data-bbox="683 1073 937 1108"><i>Learning Stations</i></p> <p data-bbox="618 1142 964 1339">Group 1: Learners select Same Phoneme and take turns logging in to the software. In pairs, learners select if the sounds are the same or different.</p> <p data-bbox="618 1375 997 1507">Alternative: Learners work in pairs and match Letter A/a Image Cards and Word Cards.</p> <p data-bbox="618 1543 980 1644">Group 2: Learners complete two squares from the Letter A/a Placemat activity.</p> <p data-bbox="618 1677 980 1745">Group 3: Textbook page 14, activity B (the A words).</p>	<p data-bbox="1084 254 1354 289">Animated Alphabet</p> <div data-bbox="1175 304 1263 373" style="text-align: center;"> </div> <p data-bbox="1068 432 1377 468"><i>Introduction/Warm-up</i></p> <p data-bbox="1031 501 1409 766">Software: Select Animated Alphabet and the letter A/a. Have learners watch the animation at least twice. Ask the learners to reproduce the letter sound they hear. Then ask if they can recall any of the words in the phrase.</p> <p data-bbox="1031 802 1409 1003">Without Software: Model the sound the letter A/a makes (“ah”). The class brainstorms words that have that sound and the teacher writes the words on the board.</p> <p data-bbox="1031 1003 1421 1205">Note to share with learners: <i>Be sure to share with the learners that A/a is a special letter and “ah” is a special sound. We will learn more about this later.</i></p> <p data-bbox="1101 1272 1354 1308"><i>Learning Stations</i></p> <p data-bbox="1031 1344 1409 1644">Group 1: In the software, learners select letter A/a and watch the animation at least twice. While watching the animation a third time, invite learners to mute the software and try to repeat the phrase aloud. “Alfred answered after asking Alice.”</p> <p data-bbox="1031 1677 1409 1814">Alternative: Learners to make a list of the words that they have learnt throughout the week with letter A/a.</p>






Day 1 (aA)	Day 2 (aA)	Day 3 (aA)
		<p>Group 2: Learners complete the remaining two squares from the Letter A/a Placemat activity.</p> <p>Group 3: Textbook page 15, activity D (letter A tracing). <i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Day 4 (bB)	Day 5 (bB)	Day 6 (bB)
<p>Matching Sounds & Same Phoneme</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Start with the Matching Sounds activity (level 2) and ask learners to give a thumbs up (same sound) or thumbs down (not same).</p> <p>Without Software: Model the sound the letter B/b makes. The class brainstorms English words that have that sound and the teacher writes the words on the board. If the learners are unable to generate any words, try providing pairs of words and ask which one starts with the target letter, i.e. <i>ball and house, bird and man, bug and snake</i>. (Be sure to stress the beginning letter of the word).</p>	<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select the letter B/b in the Animated Alphabet activity and have learners watch the animation at least twice. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation.</p> <p>Without Software: Teacher says aloud the following phrase and asks the learners to reproduce the beginning letter sound. “Barney beaver bought bunches of buttered bagels.” Ask the learners which sound is being repeated. Then ask if the learners can identify the meaning of any of the words.</p>	<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Before playing the animation, ask the learners if they can recall the sound and letter name from the previous lesson. Select the letter B and have learners watch the animation once. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation.</p> <p>Without Software: Say aloud the following phrase and asks the learners to count the number of times they hear the B/b sound. “The blue bird bothered the brown beetle.”</p> <p><i>Learning Stations</i></p> <p>Group 1: In the software, learners select letter B/b and</p>



Day 4 (bB)	Day 5 (bB)	Day 6 (bB)
<p><i>Learning Stations</i></p> <p>Group 1: Learners select Same Phoneme and take turns logging in to the software. In pairs, learners select if the sounds are the same or different.</p> <p>Alternative: Provide learners pebbles to model capital and small letter B/b.</p> <p>Group 2: Learners work with letter B/b Image Cards and Word Cards and match the word to the picture.</p> <p>Group 3: Textbook page 14 activity B (the B words) and Page 15 activity C.</p>	<p><i>Learning Stations</i></p> <p>Group 1: In the software, learners select letter B/b and watch the animation at least twice. While watching the animation a third time, invite learners to count the number of times they hear the B sound.</p> <p>Alternative: Allow learners to walk around the class and identify the things that have the B/b sound. For example, ball, black, blue, blackboard.</p> <p>Group 2: Learners complete two squares from the Letter B/b Placemat activity.</p> <p>Group 3: Textbook page 15, activity D (letter B tracing) & E.</p>	<p>watch the animation at least twice. While watching the animation a third time, invite learners to mute the software and try to repeat the phrase aloud.</p> <p>Alternative: On a large piece of paper with the letter B/b written in capital form, learners draw objects from the letter B/b Image Cards.</p> <p>Group 2: Learners complete the remaining two squares from the Letter B/b Placemat activity.</p> <p>Group 3: Textbook page 16, activity F & G.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 3: cC-dD




Day 1 (cC)	Day 2 (cC)	Day 3 (cC)
<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Before playing the animation, point to the letter A/a and B/b on the alphabet line and ask the learners if they know what letter comes next. Then, select the letter C/c in the Animated</p>	<p>Same Word</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Model a few words that have C/c as a beginning sound from the previous lesson. For example: cat, cap, car, cake. (As noted for the letter B/b, be sure to stress the beginning letter of</p>	<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Before playing the animation, ask the learners if they can recall the sound and letter name from the lesson earlier that week. Then ask if they can recall words they heard in the animation.</p>



Day 1 (cC)	Day 2 (cC)	Day 3 (cC)
<p>Alphabet activity and have learners watch the animation once. Ask the learners to reproduce the repeating letter sound. Play the animation a second and third time before asking if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Ask the learners if they know what letter comes after B/b in the alphabet. Write the letter C/c on the board. Read aloud the following phrase: “Connie craved cream cakes and coconut cookies”. When you read it a second time, point to the letter C/c on the board when you make the sound. When you read the phrase a third time, ask learners to clap when the C/c sound is heard.</p> <p><i>Teacher Note: The letter C/c can be both hard and soft. For example, hard C/c is common and is found in words such as cake, call, and cat. Sometimes C/c makes a soft sound such as city, cinema, and cell. Notice that this happens before an I/i or an E/e.</i></p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, learners select letter C/c and watch the animation at least twice. While listening to the software a third time, invite learners to count the number of times the C/c sound is heard. Provide additional practice with new sentences, such as</p>	<p>the word). In the software, choose the activity Same Word (level 1) and connect to the story “When I Open my Eyes”. Ask learners to pay attention to the beginning sounds and give a thumbs up (same word) or thumbs down (not same word).</p> <p><u>Without Software:</u> Teacher says two words aloud and asks learners if they have the same beginning sounds using the pairs below:</p> <ul style="list-style-type: none"> • cat and ball • car and ant • cup and cake <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, learners work in small groups to complete the activity, alternating turns using the mouse. Go through the activity once doing level 1 and then level 2.</p> <p>Alternative: Learners work with letter C/c Image Cards and Word Cards and match the word to the picture.</p> <p>Group 2: Learners complete two squares from the Letter C/c Placemat activity.</p> <p>Group 3: Textbook page 17, activity B (the C words).</p>	<p>Select the letter C/c in the Animated Alphabet activity and have learners watch the animation and clap when they hear the letter sound. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation or other words with that sound.</p> <p><u>Without Software:</u> Ask learners what letter comes after B/b in the alphabet. Then, the teacher says aloud the following phrase and asks the learners to reproduce the sound and letter name they hear for the beginning sound of each word: “Connie craved cream cakes and coconut cookies”. Read the sentence aloud a second time and ask learners to clap when they hear the C/c sound.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, learners select letter C/c and watch the animation at least twice. While listening to the animation a third time, invite learners to mute the software and try to repeat the phrase aloud.</p> <p>Alternative: Learners write out the following text from the software in their workbooks and write the letter C/c in a different colour. “Connie craved cream cakes and coconut cookies”.</p> <p>Group 2: Learners complete the remaining two squares from the Letter C/c Placemat activity.</p>



Day 1 (cC)	Day 2 (cC)	Day 3 (cC)
<p>“Camelia’s cat caught a crow” and “Cabir’s cow carried his coat”.</p> <p>Alternative: Provide learners pebbles to model capital and small letter C/c. For an extra challenge, ask learners to create A/a, B/b and C/c (both capital and small letters).</p> <p>Group 2: On a large piece of paper with a capital C written, learners draw objects that begin with that sound. Example: cap, cat, car, cup, etc.</p> <p>Group 3: Textbook page 17, activity A. For additional practice write/draw the following words on the board and have learners read them: cap, cup, car, etc.</p>		<p>Group 3: Textbook page 18, activity D (letter C tracing).</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Day 4 (dD)	Day 5 (dD)	Day 6 (dD)
<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Ask the learners if they can remember any of the previous sounds they have learned. Point to the alphabet line at the front of the classroom for guidance. Select the letter D/d in the Animated Alphabet activity. Have them listen keenly and ask if they know any word that has a similar beginning sound as the ones they have heard. Have them listen one more time and this time, ask them</p>	<p>Same Word</p>  <p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Ask the learners if they can remember any of the words they learned in the previous lesson and what sound they started with. In the software, choose the activity Same Word (level 1) and connect to the story “When I Open my Eyes”. Ask learners to pay attention to the beginning sounds and give a thumbs up (same word) or thumbs down (not same word).</p>	<p>Same Word</p>  <p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Ask the learners if they can remember any words that begin with the D/d sound from the previous lesson. In the software, choose the activity Same Word (level 1) and connect to the story “When I Open my Eyes”. Have them listen keenly and follow the instructions of clicking on the thumbs up when the words are the same and thumbs down when the words are different.</p>






Day 4 (dD)	Day 5 (dD)	Day 6 (dD)
<p>to repeat the words they can remember from the sentence: “Dilbert duck dangerously dodged dew drops.”</p> <p><u>Without Software:</u> Ask the learners if they remember any of the previous letters they learned. Write the following words on the board: day, dog, and dot. Have the learners identify the beginning sound from the words on the board. As you read out the words, stress the “d” sound before reading the entire word.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, learners select letter D/d and watch the animation at least twice. Have them identify the initial sound, remember at least 2 words from the phrase. Instruct learners to generate one word that starts with D/d. Provide additional practice with new sentences, such as “Diti dropped the dish” and “Draw a dog with dots”.</p> <p>Alternative: Ask the learners to draw and colour a picture of a dog they have seen in the community. Make sure to write the word below the drawing.</p> <p>Group 2: Learners work with the letter D/d Image Cards and name the pictures that have D/d as a beginning sound. The learners can then copy these words in their exercise books.</p>	<p><u>Without Software:</u> Using both the letter D/d Image Cards and Word Cards, brainstorm with the whole class what these words mean and if they can try a couple of the words in a sentence.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: After selecting Same Word (level 1) and link to the story “I Can Move Like a...” Have the learners take turns selecting the answer. Same sound and give a thumbs up (same word) or thumbs down (not same word).</p> <p>Alternative: Have the learners cut out a circle and glue it to the center of a paper plate. Show them how to cut petals in a variety of colours and glue them around the circle to form a daisy (flower). Instruct learners to write the upper-case letter on one petal, the small case letter on another petal and words that begin with the D/d on the other petal. For example: dog, dot, door, dig, dip, den, deer.</p> <p>Group 2: Learners complete two squares from the Letter D/d Placemat activity.</p> <p>Group 3: Textbook page 18, activity C, D (letter D tracing) & E.</p>	<p><u>Without Software:</u> Guide the learners to use thumbs up and thumb down. Write a few words on the board, with beginning sounds A/a, B/b, C/c, D/d. As the teacher reads the words, let the learners give a thumbs up for the words beginning with the D/d sound and thumbs down if the words begin with another sound.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, select the activity Same Word (level 2) and connect to the story “The Dove and the Ant.” Have the learners take turns selecting same sound and give a thumbs up (same word) or thumbs down (not same word).</p> <p>Alternative: Ask the learners to begin, complete or add to the alternative activity from day 2. Some other words that start with the letter D/d are as follows: drum, doll, dress, and donkey.</p> <p>Group 2: Learners complete the remaining two squares from the Letter D/d Placemat activity.</p> <p>Group 3: Textbook page 19, activity F & G.</p> <p style="color: #4F81BD;"><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to</i></p>






Day 4 (dD)	Day 5 (dD)	Day 6 (dD)
Group 3: Textbook page 17, activity A & B (the D words).		<i>review concepts before moving on to the next lesson.</i>

Lesson 6: eE-fF

Day 1 (eE)	Day 2 (eE)	Day 3 (eE)
<p>Animated Alphabet</p> 	<p>Animated Alphabet</p> 	<p>Word Counting</p> 
<p><i>Introduction/Warm-up</i></p> <p>Software: Before playing the animation, point to letters A/a through D/d on the alphabet line and ask the learners if they know what letter comes next. Then, select the letter E/e in the Animated Alphabet activity and have learners watch the animation once. Ask the learners to reproduce the repeating letter sound. Play the animation a second and third time before asking if they can recall any of the words from the animation.</p> <p>Without Software: Ask learners to say the sound of the letters (A-E) from the alphabet chart in the classroom and then the learners say the sound of the letter along with a word that starts with the same sound.</p> <p><i>Note to share with learners: Just like the letter A/a, the letter E/e and the sound it makes is special. We will learn more about this later.</i></p> <p style="text-align: center;">Learning Stations</p>	<p><i>Introduction/Warm-up</i></p> <p>Software: Select the letter E/e in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the software (“Extra enormous elephants, entered the elevator”).</p> <p>Without Software: Say the beginning sound of the letters (A-E) and the selected learner identifies the letter from the alphabet chart in the classroom and produces a word that begins with the sound.</p> <p style="text-align: center;">Learning Stations</p> <p>Group 1: In the software, learners select letter E/e and listen to the animation at least twice. While listening to the animation a third time, invite learners to mute the software and try to repeat the phrase.</p> <p>Alternative: Draw an elephant, or egg then color it.</p>	<p><i>Introduction/Warm-up</i></p> <p>Software: Select the activity Word Counting (level 1) and connect to the story “Darryl! Don’t Dawdle.” Ask learners to listen to the sentence carefully and repeat it aloud after the software. If the learners are unable, repeat the sentence aloud for them. Finally, learners will clap for each word (i.e., 3 claps for three words). Ask if they can recall any of the words of the sentence that have been said. Repeat for the rest of the activity.</p> <p><i>Follow up this ABRA activity with additional short sentences where most/all words start with the letter E (example provided in the ‘without software’ activity below).</i></p> <p>Without Software: Say aloud the following phrase and asks the learners to reproduce the phrase: “Elephants entered the elevator”. Learners will count how many words are in the phrase. Then as a class, count how many times the E/e sound is heard.</p>



Day 1 (eE)	Day 2 (eE)	Day 3 (eE)
<p>Group 1: In the software, learners select letter E/e and watch the animation at least twice. Ask learners to count how many times they hear the “e” sound (like in the word egg and elephant). Alternative: Provide learners pebbles to model capital and small letter E/e.</p> <p>Group 2: Learners work with the Alphabet Cards from A-E and letter E/e Image Cards (Apple, Ball, Cat, Dog and Elephant). Match the letters (A/a-E/e) to the picture.</p> <p>Group 3: Textbook page 23-24; activity A, B (the E words), and D (letter E tracing).</p>	<p>Write the initial sound letter in your notebook.</p> <p>Group 2: Learners draw objects that begin with the E sound. Example: egg, elephant, eagle etc.</p> <p>Group 3: Learners complete two squares from the Letter E/e Placemat activity.</p>	<p>Provide additional practice with new sentences, such as “Evan eats eight eggs”.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, learners select the activity Word Counting (level 1) and connect to the story “Darry! Don’t Dawdle.” Learners take turns throwing snowballs into the Yeti’s mouth.</p> <p>Alternative: In pairs, learners count the number of words in each instruction on page 23 and 24.</p> <p>Group 2: Learners draw objects that begin with the E sound. Example: egg, elephant, etc.</p> <p>Group 3: Learners complete the remaining two squares from the Letter E/e Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Day 4 (fF)	Day 5 (fF)	Day 64 (fF)
<p>Animated Alphabet</p> 	<p>Word Matching</p> 	<p>Word Families</p> 
<p><i>Introduction/Warm-up</i> <u>Other Instructional Ideas:</u> When introducing a new letter, prompt learners to</p>	<p><i>Introduction/Warm-up</i> <u>Software:</u> Model to the learners how to select the Word Matching (level 1, 8</p>	<p><i>Introduction/Warm-up</i> <u>Software:</u> Ask the learners if they can remember any of the words they learned from</p>






Day 4 (fF)	Day 5 (fF)	Day 64 (fF)
<p>think about their own names. Does this new letter appear at the beginning, middle, or end of their name?</p> <p><u>Software:</u> Sing the alphabet song and point to the alphabet line at the front of the class as you go through each letter stopping at F/f. Ask learners if they know the name of this letter. Then, select the letter F/f in the Animated Alphabet activity and have learners watch the animation once. Ask the learners to reproduce the repeating letter sound. Play the animation a second and third time before asking if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Introduce the lesson by showing learners different letter F/f Image Cards and ask- "What is this?" Some of the pictures can include – first, fish. Ask learners to recognize and repeat the beginning sound they hear.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, learners select letter F/f from the Animated Alphabet activity. Have them watch the animation more than once. Once learners can identify the F/f sound, ask them to remember at least 2 words from the sentence. Provide additional practice with new sentences, such as "Farha's favourite fruit are figs" and "The fox found four frozen fish".</p>	<p>cards) and connect to the story "The Little Red Hen." They then match the words with the same beginning sound, when they think they have a match of the cards, they click on the yes button (thumbs up).</p> <p><u>Without Software:</u> Introduce the lesson by reviewing the previous letters and new simple words associated with the letters that they have covered in the previous units.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to complete the same Word Matching activity as modelled in the Introduction/Warm-up. For a challenge, learners can try level 2 and 8 cards once level 1 has been completed.</p> <p>Alternative: Cut shapes of various sizes from different textured fabrics. Give the children pieces of construction paper. Let them glue the fabric shapes all over the papers. Then have them rub their hands all over the collages and describe the different textures they feel.</p> <p>Group 2: Textbook page 25; activity F & G.</p> <p>Group 3: Learners complete two squares in the Letter F/f Placemat activity.</p>	<p>the first lesson this week. Guide learners to mention 2-3 words that begin with the letter F/f. Guide the learners to the Word Families (level 1) and connect the story "I can move like a..."</p> <p><u>Without Software:</u> Ask the learners to draw and have a show and tell of the things they have drawn that have the sound F/f. They can later display them on the wall.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, learners do the Word Families (level 1) activity in pairs. Connect the activity to the story "I can move like a..." Learners match the beginning sounds as they hear the word pronounced in the software.</p> <p>Alternative: Set out feathers or feather dusters and shallow containers of paint. Give each child a piece of large construction paper that is in the shape of a bird. Let the children use the feathers as brushes to paint their birds.</p> <p>Group 2: Provide learners with plain paper, they can walk around the class and write a list of things in the classroom that begin with F/f like (floor, fan) or they can write down household items (fork, fan, floor). (Be sure to stress the beginning letter of the word).</p>



Day 4 (fF)	Day 5 (fF)	Day 64 (fF)
<p>Alternative: Guide the learners how to fold a piece of paper accordion-style. Tape the bottom together and let them fan themselves. Have learners write the word fan somewhere on the paper.</p> <p>Group 2: Have the learners work in groups to match the letter F/f Word Cards with the Image Cards.</p> <p>Group 3: Textbook page 23-24; activity B (the F words), C, D (letter F tracing) & E.</p>		<p>Group 3: Learners complete the remaining two squares in the Letter F/f Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 9: gG/hH




Day 1 (gG)	Day 2 (gG)	Day 3 (gG)
<p style="text-align: center;">Animated Alphabet</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Ask the learners if they can recall the sound and letter name from the previous lesson (F/f). Select the letter G in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Write the following phrase on the board: “Gracious Gladys gave Greg her great gumball.” Teachers will read out the words (stress G letter sound while sounding out the word) and ask learners to</p>	<p style="text-align: center;">Animated Alphabet</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select the letter G in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Teacher says the beginning sound of the letters (A-G) aloud. Ask for a learner to identify the letter from the chart and produce a word that begins with the sound.</p> <p style="text-align: center;"><i>Learning Stations</i></p>	<p style="text-align: center;">Word Matching</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Start with the Word Matching (level 1, 8 cards) and connect to the story “I can move like a...” Ask learners to give a thumbs up (same beginning sound) or thumbs down (not same).</p> <p><u>Without Software:</u> Have a green day, gold day, and grey day. Ask the learners to make a list of things that are green, gold or grey and draw a picture. Then the teacher will draw three columns on the board (Green, Gold and Grey) and invite learners to share what objects they have on their list. The teacher can write these words on the</p>



Day 1 (gG)	Day 2 (gG)	Day 3 (gG)
<p>identify the beginning sound. <i>Challenge:</i> Repeat the sentence again and ask the learners to listen for and identify the word that has a G/g at the end. (Greg).</p> <p><i>Teacher Note: The letter G/g can be both hard and soft. For example, hard G/g is common and is found in words such as goal, gap, and goat. Sometimes G/g makes a soft sound such as germ, gem, and giant. Notice that this sometimes, but not always, happens before the /i and E/e.</i></p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Click on the Animated Alphabet activity and then select the letter G. Learners will try to count the words that have a G sound and share how many G sound words they heard. Learners take turns logging in to the software. Provide additional practice with new sentences, such as “Good goats get grass” and “Green grapes grow in good ground”.</p> <p>Alternative: Provide learners with A/a-G/g Alphabet Cards and Image Cards. Ask learners to sort the cards into two different piles: one for the letter G/g and the other for anything without the letter G/g.</p> <p>Second Alternative: Learners can play <i>Red Light, Green Light</i>. Learners line up</p>	<p>Group 1: In the software, learners select letter G and listen to the animation at least twice. While listening to the animation a third time, invite learners to mute the software and try to repeat the phrase.</p> <p>Alternative: Show the learners a globe and let them find where they live. Can they find countries or cities that begin with the letter G/g?</p> <p>Group 2: Ask learners to draw a garden with at least three green vegetables/fruits. (Green Mango, Green grapes, Guava, Cabbage, etc.) Then invite the learners to share what they’ve drawn with their group members.</p> <p>Group 3: Learners complete two squares from the Letter G/g Placemat activity.</p>	<p>board and ask learners what letters are common in those words. Some other ideas: ask what sound the letter makes? What is the beginning sound of those words?</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: One learner leaves the room while the other learners pick someone to be the ghost. The “ghost” will hide under a sheet. The learner who has left the room re-enters and must guess who is the “ghost”, under the sheet.</p> <p>Group 2: Learners will go to the textbook, page 29, activity A. Learners will say all of the G/g words in the picture.</p> <p>Group 3: Learners complete the remaining two squares from the Letter G/g Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>



Day 1 (gG)	Day 2 (gG)	Day 3 (gG)
<p>against the back wall of the class or the playground. The teacher (or one of the learners) says “green light” and the kids start walking forward. The teacher (or learner) says “red light” and the kids have to stop moving. If the teacher catches someone moving, they’re out of the game. The game continues until all children are out or they reach the front of the class (or a designated area in the playground).</p> <p>Group 2: One learner will write any of the letters (A-G) on a classmate’s palm with their index finger. The other learner will say what has been written.</p> <p>Group 3: Textbook page 29-30, activity B (the G words) & D (letter G tracing).</p>		

Day 4 (hH)	Day 5 (hH)	Day 6 (hH)
<p style="text-align: center;">Animated Alphabet</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Ask the learners if they can recall the sound and letter name from the previous lesson. Sing through the alphabet using the alphabet line as a support to prompt the learners if needed. Select the letter H in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound. Then ask if they</p>	<p style="text-align: center;">Word Matching</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Word Matching (level 2, 8 cards) and connect it to “The Little Red Hen”. Draw the learner’s attention to the ending sound.</p> <p><u>Without Software:</u> Ask the learners to carefully trace their hand. Have them draw an object that starts with the letter H/h (for example: hen, hat, house). Learners cut out their tracing and share their</p>	<p style="text-align: center;">Word Families</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Word Families (level 2) and connect to the story “I Can Move Like a...” Have the learners discuss their answer with a pair before raising their hands to share an answer with the class.</p> <p><u>Without Software:</u> Make an outline of a house out of cardboard. Cut it out and have the children each bring in a picture of something that</p>






Day 4 (hH)	Day 5 (hH)	Day 6 (hH)
<p>can recall any of the words from the animation.</p> <p><u>Without Software:</u> Write the following phrase on the board: “Hey Harriet, hold Harold’s hand.” Read out the words (stress H letter sound while sounding out the word) and ask learners to identify the beginning sound.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In the software, guide learners to select letter H/h. Have them listen to the sentence more than once. Ask them to identify the initial sound, remember at least 2 words from the sentence, and come up with one more word with the same initial sound as the words in the software. Provide additional practice with new sentences, such as “Hamir held his hat on his head” and “Heti hugged her husband at home”.</p> <p>Alternative: On page 29 of the textbook, learners pair up and look at the image in activity A. One learner asks, “what is this?” The other learner answers.</p> <p>Group 2: Learners work with letter H/h Image Cards and Word Cards and match the word to the picture. This can be done in pairs so that they help each other out. Ask the learners to identify the picture they know or have seen before; ask them the first sound they make when saying the word.</p>	<p>word with the class. Ask some learners their object and ask other learners to hold up their paper hands if they have the same object. Consider taking the cut-outs to decorate a board or wall in the classroom.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Learners work with letter H/h Image Cards and Word Cards and match the word to the picture. This can be done in pairs so that they help each other out.</p> <p>Group 2: Make hats from construction paper (or even headbands) and have the children decorate them with stickers or cut-outs of things beginning with the letter H/h.</p> <p>Alternative: Textbook page 30-31; activity E, F & G.</p> <p>Group 3: Learners complete two squares from the Letter H/h Placemat activity.</p>	<p>begins with the letter H/h. Paste the pictures onto the house. You now have a house full of the letter H/h. You can even tack it up onto a bulletin board.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Let the learners measure their friend’s height from head to toe and record. Then have learners hold their arms out and measure from finger to finger. Compare the lengths. (Some children might notice that these numbers are very close).</p> <p>Group 2: Learners work with letter H/h Image Cards and Word Cards and match the word to the picture. This can be done in pairs so that they help each other out. Once the words have been matched to the pictures, invite learners to say silly sentences using the H/h words.</p> <p>Group 3: Learners complete the remaining two squares from the Letter H/h Placemat activity.</p> <p style="text-align: center;"><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to</i></p>



Day 4 (hH)	Day 5 (hH)	Day 6 (hH)
Group 3: Textbook page 29-30, activity B (the H words), C & D (letter H tracing).		<i>review concepts before moving on to the next lesson.</i>

Lesson 11: il/jJ

Day 1 (il)	Day 2 (il)	Day 3 (il)
<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Sing the alphabet song and point to the alphabet line at the front of the class as you go through each letter stopping at I/i.</p> <p><i>Special note: be sure to share with the learners that I/i is another special letter that has multiple sounds. For example, “I” all by itself sounds different than the I/i in the words we are talking about. Select the letter I/i in the software and have the learners watch the animation once. Ask which words they have heard. Watch the animation a second time and have the learners identify any words missed from the first round.</i></p> <p>Without Software: Review the previous lessons, ask the learners to predict which letter comes after H/h. Once the learners get to the letter I/i, show the corresponding Image Cards. Ask learners what the beginning sound is for those words.</p>	<p>Word Matching</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Word Matching (level 1, 12 cards) and connect to the story “I Can Move Like a...”. Draw the learner’s attention to the beginning sound. If this is a letter the learners aren’t familiar with, be sure to point it out on the alphabet chart.</p> <p>Without Software: Have learners flip through the textbook and identify the Letter I/i and make a tally. One tally for beginning sound and another for middle sound.</p> <p><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. They can try level 2 once they are done with level 1.</p> <p>Alternative: Show learners the Image Card for the word insect. Ask learners to design and draw their own insect in</p>	<p>Word Families</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Word Families (level 2) and link to the story “I Can Move Like a...”. Have the learners think about the answer with a partner before participating.</p> <p>Without Software: Ask the learners to draw and have a show and tell of the things they have. Encourage the use of the word ‘I’ in their presentation.</p> <p><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Draw a bottle of ink on the board. Tell learners that this is special ink that only writes words that has the letter I/i in it. Instruct the learners to copy the ink bottle into their workbooks and write a list of words they know have the letter I/i in them. If they are unable to</p>



Day 1 (il)	Day 2 (il)	Day 3 (il)
<p data-bbox="272 205 526 241"><i>Learning Stations</i></p> <p data-bbox="203 275 591 674">Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Have them select /i/ in the Animated Alphabet activity and listen to the sentence more than once. Then, count the number of times the /i/ sound is heard. Provide additional practice with new sentences, such as “Indra is invited inside” and “Island insects ignore ice”.</p> <p data-bbox="203 877 581 1142">Alternative: Build an insect using sticks and materials around the class (sticks, pebbles, etc.) Encourage the learners to name the insect with a name that begins with a letter that is familiar to them.</p> <p data-bbox="203 1178 591 1549">Group 2: Learners work with letter /i/ Image Cards and Word Cards and match the word to the picture. This can be done in pairs so that they help each other out. Ask the learners to identify the picture they know or have seen before; ask them the first sound they make when saying the word.</p> <p data-bbox="203 1581 581 1680">Group 3: Textbook page 34-35, activity A, B (the I words) & D (letter I tracing).</p>	<p data-bbox="613 205 992 338">their workbooks. Invite learners to name their insect a name that begins with the letter /i/.</p> <p data-bbox="613 369 1003 741">Group 2: Select the Image Cards for the words: dish, fish, in and insect. Select 4 other image cards of your choice. Mix the cards and have the learners pick out the cards with /i/ sound. Provide the learners with the corresponding Word Cards so they can locate the letter /i/.</p> <p data-bbox="613 772 992 871">Group 3: Learners complete two squares from the Letter /i/ Placemat activity.</p>	<p data-bbox="1024 205 1370 275">write the word, have them draw a picture.</p> <p data-bbox="1024 306 1398 573">Group 2: Provide learners with plain paper and a few story books. Ask learners to write a list of words in the books that begin with the letter /i/. The teacher should expect words like (is, it, its, it's, in, if).</p> <p data-bbox="1024 604 1403 737">Group 3: Learners complete the remaining two squares from the Letter /i/ Placemat activity.</p> <p data-bbox="1024 768 1414 1077"><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>






Day 4 (jJ)	Day 5 (jJ)	Day 6 (jJ)
<p data-bbox="261 216 532 247" style="text-align: center;">Animated Alphabet</p> <div data-bbox="350 268 443 338" style="text-align: center;"> </div> <p data-bbox="245 394 553 426" style="text-align: center;"><i>Introduction/Warm-up</i></p> <p data-bbox="204 464 589 827"><u>Software:</u> Ask the learners if they can recall the sound and letter name from the previous lesson. Use the alphabet line as a prompt if needed. Select the letter J/j in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound.</p> <p data-bbox="204 865 589 1094"><u>Without Software:</u> Ask learners to say the sound of the letters (F/f-J/j) from the alphabet chart and then the learners say the sound of the letter along with a word that starts with the same sound.</p> <p data-bbox="204 1134 589 1398">Write the following phrase on the board: “Jolly Julian juggles jars of jam.” Read the phrase aloud (stress the letter J/j sound while sounding out the word) and ask learners to identify the beginning sound.</p> <p data-bbox="272 1470 521 1501" style="text-align: center;"><i>Learning Stations</i></p> <p data-bbox="204 1539 589 1864">Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Invite learners to clap when they hear the J/j sound. Learners take turns logging in to the software. Provide additional practice with new sentences, such as</p>	<p data-bbox="672 216 943 247" style="text-align: center;">Animated Alphabet</p> <div data-bbox="761 268 854 338" style="text-align: center;"> </div> <p data-bbox="656 394 964 426" style="text-align: center;"><i>Introduction/Warm-up</i></p> <p data-bbox="615 464 1000 856"><u>Software:</u> Ask learners if they remember the J/j phrase from the previous lesson. What was the repeating sound? Select the letter J in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the phrase on their own. Ask for volunteers to say the phrase aloud.</p> <p data-bbox="615 896 1000 1125"><u>Without Software:</u> Say the beginning sound of the letters (A/a-J/j) and the selected learner identifies the letter from the chart and produces a word that begins with the sound.</p> <p data-bbox="683 1197 932 1228" style="text-align: center;"><i>Learning Stations</i></p> <p data-bbox="615 1266 1000 1533">Group 1: In the software, learners select letter J/j and listen to the animation at least twice. While listening to the animation a third time, invite learners to mute the software and try to repeat the phrase.</p> <p data-bbox="615 1572 1000 1801">Alternative: Learners will draw a list of jobs that they heard from their parents or relatives. Let each learner choose one and acts it out. Other learners will tell the job name.</p>	<p data-bbox="1114 216 1330 247" style="text-align: center;">Word Matching</p> <div data-bbox="1195 258 1248 348" style="text-align: center;"> </div> <p data-bbox="1068 394 1377 426" style="text-align: center;"><i>Introduction/Warm-up</i></p> <p data-bbox="1027 464 1412 693"><u>Software:</u> Select Word Matching (level 1, 8 cards) and connect to the story “The Little Red Hen”. Ask learners to give a thumbs up (same beginning sound) or thumbs down (not same).</p> <p data-bbox="1027 732 1412 1230"><u>Without Software:</u> State two words, beginning with l/i & J/j sounds (Ink and Jar) respectively and the learners identify if the words have the same beginning sound. Thumbs up (same beginning sound) or thumbs down (not same). Produce another two words (jog and kite) that start with J/j & K/k sounds respectively. Periodically select words with the same initial sound, i.e., jar and jeep.</p> <p data-bbox="1096 1302 1344 1333" style="text-align: center;"><i>Learning Stations</i></p> <p data-bbox="1027 1371 1412 1566">Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p data-bbox="1027 1606 1412 1770">Alternative: Learners will talk about how many kinds of juice they can make. Ask them to draw Jackfruit Juice and label the drawing.</p> <p data-bbox="1027 1810 1412 1869">Group 2: Provide the learners with Alphabet Cards.</p>



Day 4 (jJ)	Day 5 (jJ)	Day 6 (jJ)
<p>“Janat jumped with joy” and “Jabin journeyed in a jeep to Jamalpur”.</p> <p>Alternative: Provide learners pebbles to model capital and small letter J/j.</p> <p>Group 2: Select the “jar” Image Card and Word Card. Ask the learner to draw a jar, write the word jar below and fill it with capital and small case letter J/j. Ask learners to give a silly name to the J/j jam in their jar.</p> <p>Group 3: Textbook page 34-35, activity A, B (the J words), C, D (letter J tracing) & E.</p>	<p>Group 2: Learners will write the J/j phrase from the software in their notebooks. Make sure to have the phrase written on the board for learners to use as a model.</p> <p>Alternative: Textbook page 36; activity F & G.</p> <p>Group 3: Learners complete two squares from the Letter J/j Placemat activity.</p>	<p>A/a-J/j. Ask learners to arrange the cards in alphabetical order.</p> <p>Group 3: Learners complete the remaining two squares from the Letter J/j Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 13: kK/IL




Day 1 (kK)	Day 2 (kK)	Day 3 (kK)
<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Sing the alphabet song and point to the alphabet line at the front of the class as you go through each letter stopping at J/j. Ask the learners if they know the name of the next letter. Select the letter K/k in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound.</p> <p>Without Software: Ask the learners to say out loud the</p>	<p>Word Matching</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Word Matching (level 1, 8 cards) and connect to the story “Darryl! Don’t Dawdle”. Ask learners to give a thumbs up (same beginning sound) or thumbs down (not same).</p> <p>Without Software: Write the K phrase from the software (Animated Alphabet) on the board: “Kevin kicked Ken’s khaki kayak.” Have the learners write the phrase in their workbooks, circle the letter K/k, draw a picture to</p>	<p>Word Families</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Ask the learners if they can remember any of the words they learned in the previous lesson. As a class, go to Word Families, level 1 and connect to the story “Darryl! Don’t Dawdle”. Ask for volunteers to go up to the computer and complete the activity.</p> <p>Without Software: Cut several key shapes out of the poster board. On each shape glue a small picture or a sticker of something whose</p>



Day 1 (kK)	Day 2 (kK)	Day 3 (kK)
<p>letters they have learnt in the previous lessons. Ask them to predict which letter comes after J/j. Use the Image Cards (kitten and kettle) to introduce the letter K/k.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Have them listen to the sentence more than once and count the number of times the K/k sound is heard. Provide additional practice with new sentences, such as “Kalpa’s kitten kicked the kettle in the kitchen” and “The Kangaroo karate-kicked a kid”.</p> <p>Alternative: Teacher writes the phrase from the software on the board: “Kevin kicked Ken’s khaki kayak.” Have the learners write the phrase in their workbooks, circle the letter K/k and try to read the phrase aloud.</p> <p>Group 2: Learners work with letter K/k Image Cards and Word Cards (kettle and kitten) and match the word to the picture. This can be done in pairs so that they help each other out. Ask the learners to come up with a silly sentence for each of these words.</p> <p>Group 3: Textbook page 39-40, activity A, B (the K words) & D (letter K tracing).</p>	<p>represent the phrase and try to read the phrase aloud.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. For a challenge, instruct the learners to write the words they learn in the software in their workbooks.</p> <p>Alternative: Have learners brainstorm words that end in the K sound. Invite learners to try and draw or write the word.</p> <p>Group 2: Provide learners with kitchen item cut-outs. Ask the learners to glue them on a piece of paper. They can identify the kitchen utensils and items that they know.</p> <p>Group 3: Learners complete two squares from the Letter K/k Placemat activity.</p>	<p>name begins with K, or has the letter K in their name. Print the letter K on the shape also. Punch a hole in the top of each key shape and fasten the shapes together with a key chain, or another material. Give the keys to the children and let them take turns naming the letters and pictures on them.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. For a challenge, instruct the learners to write the words they learn in the software in their workbooks.</p> <p>Alternative: Provide learners pebbles to model capital and small letter K/k.</p> <p>Group 2: Ask learners if they have ever lost an article of clothing. For example: socks, hat, or shoe. Have the group cut out a paper mitten. Invite the learners to act out the following rhyme with an alternate ending:</p> <p style="text-align: center;"><i>K is for kittens The three little kittens They lost their mittens And they began to cry.</i></p> <p>Group 3: Learners complete the remaining two squares from the Letter K/k Placemat activity.</p> <p style="color: blue;"><i>Teacher Note: Please review the placemats and other</i></p>






Day 1 (kK)	Day 2 (kK)	Day 3 (kK)
		<i>written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i>

Day 4 (IL)	Day 5 (IL)	Day 6 (IL)
<p>Animated Alphabet</p> 	<p>Word Counting</p> 	<p>Rhyme Matching</p> 
<p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Ask the learners if they can recall the sound and letter name from the previous lesson. Select the letter L / in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Say the beginning sound of the letters A/a - L/l, then select a learner to identify the letter from the chart and produce a word that begins with the sound.</p>	<p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Word Counting (level 1) and connect to the story “Darry!! Don’t Dawdle”. Ask learners to identify the beginning sounds of each word in the given sentence before counting the number of words.</p> <p><u>Without Software:</u> Read aloud a few pages from the storybook, “Darry!! Don’t Dawdle”. Select a few short sentences and pause after reading. Ask learners to count the words for those sentences.</p>	<p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Rhyme Matching (level 2) and connect to the story “Darry!! Don’t Dawdle”. Invite learners to say the words in the windows aloud to help them identify the rhyme before selecting the correct answer as a class.</p> <p><u>Without Software:</u> State two words beginning with K/k & L/l sounds (kettle and left) respectively and the learners identify words and give a thumbs up (same beginning sound) or thumbs down (not same). Produce another two words (little and mat) that start with L/l & M/m sounds respectively. For some questions, select the same initial sound, i.e., kitten and kettle or leg and listen.</p>
<p><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Have them listen to the sentence more than once and count the number of times the L/l sound is heard.</p>	<p><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Provide learners with a paper copy of the storybook “Darry!! Don’t Dawdle”. Assign each group</p>	<p><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up.</p>



Day 4 (IL)	Day 5 (IL)	Day 6 (IL)
<p>Provide additional practice with new sentences, such as “The lion licked his lower lip as he looked at lambs” and “The lazy lizard lost his lunch in the low light”.</p> <p>Group 2: Learners draw a large lollipop and a small lollipop on paper. Then, learners copy the words “large lollipop” and “small lollipop” from the board to label their drawing. With a partner, learners count the number of the times the letter L/l appears.</p> <p>Group 3: Textbook page 39-40, activity A, B (the L words) & D (letter L tracing).</p>	<p>a page or two and ask learners to count the number of words in each sentence. In pairs, instruct learners to try and read familiar words aloud.</p> <p>Group 2: Learner will draw a lamp and try to write the word underneath. Write the word “lamp” on the board for reference, or provide the Image Card.</p> <p>Alternative: Textbook page 40, activity C & E.</p> <p>Group 3: Learners complete two squares from the Letter L/I Placemat activity.</p>	<p>Learners take turns logging in to the software.</p> <p>Alternative: Learners will draw a human and an animal. Invite learners to count the number of legs in total.</p> <p>Group 2: Learners will draw two objects that start with the letter L/l (for example: lion and lamp). Invite learners to write the letter name beneath the picture.</p> <p>Alternative: Textbook page 41; activity F & G.</p> <p>Group 3: Learners complete the remaining two squares from the Letter L/I Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 14: mM/nN

Day 1 (mM)	Day 2 (mM)	Day 3 (mM)
<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Ask the learners if they can recall the sound and letter name from the previous lesson, use the alphabet line as a prompt if needed. Select</p>	<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select the letter M in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce</p>	<p>Word Matching</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Word Matching (level 1, 8 cards) and connect to the story “When I Open my Eyes”. Ask learners to give a thumbs</p>






Day 1 (mM)	Day 2 (mM)	Day 3 (mM)
<p>the letter M/m in the Animated Alphabet activity and have learners watch the animation once. Write the following phrase on the board: “Mighty Marvin met Montreal’s Mayor”. Ask the learners to read aloud the phrase and clap when they hear the M sound.</p> <p><u>Without Software:</u> Teachers ask learners to identify something in the image at the top of page 42. Ask the beginning sound of the word. Say the name of the letter and learners will echo the letter name. Then say some words that start with the M sound i.e., man, milk, mango, mat, map, etc. Write these words on the board and encourage learners to pronounce the words along with the teacher.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Have them listen to the sentence more than once and count the number of times the M/m sound is heard. Provide additional practice with new sentences, such as “Mafi mailed a message and map to Madin” and “The man on the moon made macaroni for mice”.</p> <p>Alternative: Learner will try to recall a word that starts with M sound. If a learner is</p>	<p>the letter sound. Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Teacher says some words and asks learners to clap if they heard the M sound in those words (ant, mango, fish, farm, man, milk, come etc.). Encourage learners to say a word that starts with M sound. Then write the letter M on the board and ask some learners to come and write the letter.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Learners will watch the animation for the letter M at least twice before repeating the phrase to a partner. Learners take turns logging in to the software.</p> <p>Alternative: Learners will write the following words in their workbooks and draw a picture beside the word: man, milk, mango, mat, map.</p> <p>Group 2: Draw a special picture for Mother/Ma.</p> <p>Group 3: Learners complete two squares from the Letter M /m Placemat activity.</p>	<p>up (same beginning sound) or thumbs down (not same).</p> <p><u>Without Software:</u> Give each learner one of the Word Cards that start with the letter M (mail, mat, mice, moon, morning). They draw a picture to illustrate the M word you’ve given them. Then they provide the picture to a peer who has to guess what word they drew.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Have them write down any words in the activity that have the letter M/m.</p> <p>Alternative: Learners will be provided a paper and ask them to draw a mask. Tell them M/m is for Mask. Encourage the learners to give their mask a name that starts with the letter M/m.</p> <p>Group 2: Provide learners with letter M/m Image Cards and Word Cards (mat, me, meat, mice, moon, morning). Ask learners to match the word to the picture.</p> <p>Group 3: Learners complete the remaining two squares for the Letter M/m Placemat activity.</p> <p style="color: #4F81BD;"><i>Teacher Note: Please review the placemats and other written activities to identify</i></p>



Day 1 (mM)	Day 2 (mM)	Day 3 (mM)
<p>unable to think of a word, remind them of the M/m sound. Then the next learner will try another word. This will continue. Learner will trace the M letter on the bench, table or in the air with their finger a few times for practice.</p> <p>Group 2: Learners will draw a picture of an image that starts with the letter M sound and try to write the word below the picture. Provide learners with letter M/m Image Cards and Word Cards (mat, me, meat, mice, moon, morning) to use as a guide.</p> <p>Group 3: Textbook page 42-43, activity A, B (the M words) & D (letter M tracing).</p>		<p><i>learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 14

Day 4 (nN)	Day 5 (nN)	Day 6 (nN)
<p style="text-align: center;">Animated Alphabet</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Ask the learners if they can recall the sound and letter name from the previous lesson. Select the letter N/n in the Animated Alphabet activity and have learners watch the animation once. Write the following phrase on the board: “Nanaimo Nancy noticed Nicholas needed a nickel”. Ask the learners to read aloud the phrase and clap when they hear the N/n sound.</p>	<p style="text-align: center;">Rhyme Matching</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Rhyming:</u> Sing the rhyme on page 47 of the textbook aloud as learners enter the classroom. Ask learners to repeat after you and then identify the rhyming words.</p> <p><u>Software:</u> Select Rhyme Matching, level 1 and connect to the story “The Dove and the Ant”. Explain that they can see and hear the software read the words through the shutters, they can then</p>	<p style="text-align: center;">Word Families</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Word Families, advanced (-in) and connect to a story of your choice. Ask learners to identify where the letter N/n is in the word. What does it sound like?</p> <p><u>Without Software:</u> Write the following on the board: ___ i n</p> <p>Provide learners with the 26 Alphabet Cards. Invite learners to come up to the board and put a letter in front</p>






Day 4 (nN)	Day 5 (nN)	Day 6 (nN)
<p><u>Without Software:</u> Review the previous lesson on letter M, ask the learners to recall some words that begin with the letter M/m. Then ask learners if they can think of words that have the letter M/m in the middle of the word or at the end. Introduce the letter N/n and ask learners to brainstorm words that have that letter.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Encourage learners to count the number of times the N/n sound is heard. Provide additional practice with new sentences, such as “Nandu notified nine nosey neighbours about the news” and “Nadia neatly noted the names and numbers of her neighbours”.</p> <p>Alternative: Provide learners with the Image Cards and Word Cards for the words net and number. Have learners match the word card to the image card. If there is time, have learners practice saying numbers out loud. Do any numbers have the N/n sound?</p> <p>Group 2: Have this group look for words in the newspaper* that have the letter N/n. (beginning, middle or end). They can then cut</p>	<p>match the words that rhyme by clicking on the thumbs up, and thumbs down when they are not rhyming.</p> <p><u>Without Software:</u> Draw a net on the board and ask a few learners to volunteer and come draw a capital N in the net, then a small case n. As a challenge, brainstorm words that start with N/n and ask a few volunteers to come draw their item in the net. Write the word beside their image.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Provide learners with a list of words on the board: ban, can, fan, man, pan, ran, tan and van. Have learners write these words in their workbooks. Since some of these letters haven’t been taught, be sure to take the time to say the words aloud a few times. Once the learners have written the words in their books, have them circle the letter N/n and read aloud the new words with their peers.</p> <p>Group 2: Textbook page 43, activity C & E.</p> <p>Group 3: Learners complete two squares from the Letter N/n Placemat activity.</p>	<p>of the “in”. As a class, sound out the new word. Confirm with the learners new words by writing them on the board (e.g., bin, din, fin, kin, pin, sin, tin, win).</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Encourage learners to say the new words aloud.</p> <p>Alternative: Provide learners with the letters B/b, I/i and N/n from the Alphabet Cards. Invite learners to make a word with these letters (bin). Then ask, what goes “in” the “bin”. Learners can draw a bin in their workbooks and draw items that are recycled.</p> <p>Group 2: Textbook page 44; activity F & G.</p> <p>Group 3: Learners complete the remaining two squares from the Letter N/n Placemat activity.</p> <p style="color: #4F81BD;"><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>



Day 4 (nN)	Day 5 (nN)	Day 6 (nN)
<p>the words from the newspapers into tiny pieces and stick them on a larger letter N/n to display in the classroom. Read the words aloud at the end of the lesson.</p> <p>*If newspapers are unavailable, you can use magazines, advertisements, or old product boxes.</p> <p>Group 3: Textbook page 42-43, activity A, B (the N words) & D (letter N tracing).</p>		

Lesson 16: oO/pP

Day 1 (oO)	Day 2 (oO)	Day 3 (oO)
<p style="text-align: center;">Animated Alphabet</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Sing the alphabet song and point to the alphabet line at the front of the class as you go through each letter stopping at N/n. Ask learners if they can identify the letter that comes next. Select the letter O/o in the Animated Alphabet activity and have learners watch the animation once and write those words on the board. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation: “Officer Oscar offered olives to Oilly”.</p> <p><u>Without Software:</u> Teachers ask learners to say the sound of the letters (M-O) from the</p>	<p style="text-align: center;">Word Families</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Word Families (advanced: -ot) and connect to the story “Henny Penny”. Ask learners to give a thumbs up (same beginning sound) or thumbs down (not same). Repeat the activity and choose a new level (advanced: -ock).</p> <p><u>Without Software:</u> Teacher says two words, beginning with N & O sounds (Net and Ox) respectively. Then the learners identify by giving a thumbs up (same beginning sound) or thumbs down (not same). Produce another two words (Orange and Pen) that start with O & P sounds respectively. Since some of these letters haven’t been</p>	<p style="text-align: center;">Word Changing</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Start with the Word Changing (level 1) and connect to the story “The Dove and the Ant”. Ask learners to listen closely to the software and identify the letter that needs to be removed to make the new word. Repeat a few times so the learners can do this in the learning station.</p> <p><u>Without Software:</u> Provide learners with the Image Cards. Go through each picture and ask learners to identify which picture begins with the letter O/o.</p> <p style="text-align: center;"><i>Learning Stations</i></p>



Day 1 (oO)	Day 2 (oO)	Day 3 (oO)
<p>Alphabet chart and then the learners say the sound of the letter along with a word that starts with the same sound.</p> <p><i>Note to share with learners: Be sure to share with the learners that O/o is another one of those special letters with a special sound. We will learn more about this later.</i></p> <p style="text-align: center;">Learning Stations</p> <p>Group 1: Learners take turns logging in to the software and watch the animation for the letter O/o. Provide additional practice with new sentences, such as “Orun only owns one ox” and “Ona only wears orange outfits in October”.</p> <p>Alternative: Each learner will identify an object that is orange in the class or at home. Then, the learner draws these objects, colours them orange and writes the letter O/o below the drawing.</p> <p>Group 2: Learners will recreate the animation from the software by drawing some of the details. Invite learners to copy the phrase from the board below their drawing.</p> <p>Group 3: Textbook page 48-49, activity A, B (the O words) & D (letter O tracing).</p>	<p>taught, be sure to take the time to say the words aloud a few times. Sometimes teacher select the same initial sound by O sound and produce the different words i.e. on and off.</p> <p style="text-align: center;">Learning Stations</p> <p>Group 1: In the software, learners complete the activity twice and choose the same levels as modelled in the warm-up: advanced (-ot and -ock).</p> <p>Alternative: Provide learners with a list of words on the board: cop, hop, pop, sop, and top. Have learners write these words in their workbooks. Since some of these letters haven’t been taught, be sure to take the time to say the words aloud a few times. Once the learners have written the words in their books, have them circle the letter o and read aloud the new words with their peers.</p> <p>Group 2: Learners will identify three words from their textbook that start with the letter O/o and write those words in their notebook.</p> <p>Group 3: Learners complete two squares from the Letter O/o Placemat activity.</p>	<p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up and select level 2. Encourage learners to say the words aloud, this will help them identify new words. Learners take turns logging in to the software.</p> <p>Alternative: Prompt learners to think about their own names. Does this new letter (O/o) appear at the beginning, middle, or end of anyone’s name?</p> <p>Group 2: Learners will draw a picture of an object that starts with the O/o sound and draw another picture that has O/o sound in the middle.</p> <p>Group 3: Learners complete the remaining two squares from the Letter O/o Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>






Day 4 (pP)	Day 5 (pP)	Day 6 (pP)
<p data-bbox="261 212 532 247" style="text-align: center;">Animated Alphabet</p> <div data-bbox="350 268 443 338" style="text-align: center;"> </div> <p data-bbox="245 390 553 426" style="text-align: center;"><i>Introduction/Warm-up</i></p> <p data-bbox="203 464 583 995"> Software: Ask the learners to sing the alphabet song as a class. Point to the letters on the alphabet line to support learners. Take a few minutes to review if learners are unable to sing up to letter P/p. Then, select the letter P/p in the Animated Alphabet activity and have the learners watch the animation once. Ask them which words they have heard. Repeat a second time before teaching the meaning of the words. </p> <p data-bbox="203 1031 578 1293"> Without Software: Write the text from the animation on the board: “Pierre, please paint the poster purple”. Invite learners to take one or two words from the text and come up with their own silly sentence. </p> <p data-bbox="272 1367 524 1402" style="text-align: center;"><i>Learning Stations</i></p> <p data-bbox="203 1438 591 1869"> Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Ask them to identify the initial sound, remember at least 2 words from the sentence, and come up with one more word with the same initial sound as the words in the software. Provide additional practice with new sentences, such as “Plenty of pink and purple </p>	<p data-bbox="704 212 911 247" style="text-align: center;">Word Families</p> <div data-bbox="777 264 841 338" style="text-align: center;"> </div> <p data-bbox="656 390 964 426" style="text-align: center;"><i>Introduction/Warm-up</i></p> <p data-bbox="613 464 1002 827"> Software: Select Word Families (advanced, -op) and connect to the story “The Three Billy Goats Gruff”. Bring the learner’s attention to the letter P/p at the end of the word family. Ask for volunteers to answer the questions. Invite learners to discuss with a pair before volunteering. </p> <p data-bbox="613 863 1002 1125"> Without Software: Provide learners pebbles to model capital and small letter P/p. Write the following words on the board and ask learners to recreate the words with pebbles: cop, hop, mop, pop and sop. </p> <p data-bbox="683 1199 935 1234" style="text-align: center;"><i>Learning Stations</i></p> <p data-bbox="613 1270 980 1499"> Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Invite learners to write down new words they learn in the software in their workbooks. </p> <p data-bbox="613 1535 1002 1835"> Alternative: Sing the following song to the class and have learners repeat after you. After singing it together a few times, ask the learners to count how many times the letter P is heard in the word puppy. For extra support, write the word puppy </p>	<p data-bbox="1110 212 1333 247" style="text-align: center;">Word Changing</p> <div data-bbox="1192 254 1252 348" style="text-align: center;"> </div> <p data-bbox="1065 390 1373 426" style="text-align: center;"><i>Introduction/Warm-up</i></p> <p data-bbox="1023 464 1411 758"> Software: Model Word Changing (level 4) and connect to the story “The Three Billy Goats Gruff”. Ask learners to listen closely to the software and identify the letter that needs to be removed to make the new word. </p> <p data-bbox="1023 793 1427 1331"> Without Software: Select a few words from the previous two lessons on long vowels and write them on the board. Erase the long vowel sound and have learners volunteer to come fill in the missing letter on the board. Here are some words that can be chosen: bake, bike, bite, cake, kite, line, etc. Instruct a few new words that illustrate the <i>Magic E</i> for long O/o words such as: hop and hope, rob and robe, rod and rode, mop and mope. </p> <p data-bbox="1092 1367 1344 1402" style="text-align: center;"><i>Learning Stations</i></p> <p data-bbox="1023 1438 1427 1732"> Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Encourage learners to say the words aloud, this will help them identify new words. Learners take turns logging in to the software. </p> <p data-bbox="1023 1768 1427 1869"> Alternative: Learners write a list of new words they have learned from the previous </p>



Day 4 (pP)	Day 5 (pP)	Day 6 (pP)
<p>pieces in this puzzle” and “Padma planned to plant peas until Pali’s puppy peed on the pot”.</p> <p>Alternative: Provide the learners with the following letter P Image Cards: pencil, play, pond, pot. Have them match the picture to the corresponding Word Card.</p> <p>Group 2: Learners complete two squares from the Letter P/p Placemat activity.</p> <p>Group 3: Textbook page 48-49, activity A, B (the P words) & D (letter P tracing).</p>	<p>on the board and point to the letters as they are sung. The P Song (Sing to: B-I-N-G-O)</p> <p><i>I know a word that starts with P, And PUPPY is its name. P-U-P-P-Y P-U-P-P-Y P-U-P-P-Y And PUPPY is its name.</i></p> <p>Group 2: Provide the learners with the following letter P Image Cards: pencil, play, pond, pot. Have them match the picture to the corresponding Word Card. If learners need a challenge, provide the group with materials to make their own picture and word cards for the following words that end in P/p: cop, hop, mop, pop and top.</p> <p>Alternative: Textbook page 49, activity C & E.</p> <p>Group 3: Learners complete the remaining two squares from the Letter P/p Placemat activity.</p>	<p>lessons on <i>Long Vowels</i> (A, I and O) in their workbooks. If possible, draw a picture to illustrate meaning.</p> <p>Group 2: Learners complete the o_e Placemat (long o).</p> <p>Alternative: Textbook page 50; activity F & G.</p> <p>Group 3: Provide the learners with two strips of paper with the following words on it:</p> <ul style="list-style-type: none"> Strip 1: bone, cone, code Strip 2: dome, home, hole <p>Invite learners to point to each word and say the words aloud in pairs. If there’s time, ask learners to draw the meaning of words they recognize.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 17: qQ/rR




Day 1 (qQ)	Day 2 (qQ)	Day 3 (qQ)
<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Ask the learners if they can recall the sound and</p>	<p>Letter Bingo</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Letter Bingo (upper case) and have</p>	<p>Letter Bingo</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Letter Bingo (lower case) and have</p>



Day 1 (qQ)	Day 2 (qQ)	Day 3 (qQ)
<p>letter name from the previous lesson. Select the letter Q/q in the Animated Alphabet activity and have learners watch the animation once. Ask the learners to reproduce the letter sound from the phrase in the software: “Quivering Quentin quickly quoted the Queen”. Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Read through the alphabet chart at the front of the class with the learners and stop at the letter Q/q. Model the sound it makes using the words: quiz and quilt. Write the words on the board and tell learners that this letter is almost always followed by the letter U/u. Together “Q” and “u” make the sound: “kw.”</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Ask them to identify the initial sound, remember at least 2 words from the sentence, and come up with one more word with the same initial sound as the words in the software. Provide additional practice with new sentences, such as “Queen went on a quick quest for a quilt” and “Qurashim’s quiz had questions and quotes about quails”.</p> <p>Group 2: Textbook page 51-52, activity A & B (the Q words).</p>	<p>learners volunteer to model the answer by coming up to the computer. Complete the activity until bingo (a horizontal or vertical line) is achieved.</p> <p><u>Without Software:</u> Create your own Bingo cards with at least 9 letters (from A/a-Q/q) on each card. One learner in the group uses the Alphabet Cards to call out letters at random. Provide learners with small objects (stones, chips, etc.) to place on their card if a learner has that letter on their card. The first person with a horizontal or vertical line wins.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Learners practice writing the capital and small case Q/q on a square piece of paper. Invite learners to decorate their paper. Each of these squares will be collected and pasted together to make a class quilt.</p> <p>Group 2: Textbook page 52, activity D (letter Q tracing).</p> <p>Group 3: Learners complete the Letter Q/q Placemat activity (right side).</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>	<p>learners volunteer to model the answer by coming up to the computer. Complete the activity until bingo (a horizontal or vertical line) is achieved.</p> <p><u>Without Software:</u> Create your own Bingo cards with at least 9 letters (from A/a-Q/q) on each card. One learner in the group uses Alphabet Cards to call out letters at random. Provide learners with small objects (stones, chips, etc.) to place on their card if a learner has that letter on their card. The first person with a horizontal or vertical line wins.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Provide learners with 6 of the Image Cards or Word Cards. At least two of the cards should be words that contain a Q (equal, quail, queen, quiet, quilt, quiz, square), but the others can be randomly selected. As a group, they tell a short story using all 6 words.</p> <p>Group 2: Have learners define the word “quick” (move fast, or do something in a short timeframe). Then ask them to name creatures that can move very quickly (ex: cheetah, spiders). Each learner picks a creature the group mentioned and they draw it. Then, they should attempt to spell the name of the creature they chose.</p> <p>Group 3: Have learners define the word “quiet” (little</p>






Day 1 (qQ)	Day 2 (qQ)	Day 3 (qQ)
<p>Group 3: Learners complete two squares (the left side) from the Letter Q/q Placemat activity.</p>		<p>to no noise). Then ask them to name time they have to be quiet (ex: in the library, taking a test). Each learner draws a picture to represent a quiet activity. Then, they should attempt to spell the location or activity they chose.</p>

Day 4 (rR)	Day 2 (rR)	Day 3 (rR)
<p style="text-align: center;">Animated Alphabet</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select the letter R/r in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound from the phrase in the software: “Ruth Rutherford’s red robe ripped”. Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Read through the alphabet chart at the front of the class with the learners and stop at the letter R/r. Model the sound it makes using the words: rat, red, and ring.</p> <p>Read aloud the following phrase and ask for learners to count the number of times the R/r sound is heard “Ruth Rutherford’s red robe ripped”.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the</p>	<p style="text-align: center;">Animated Alphabet</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select the letter R/r in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound from the phrase in the software: “Ruth Rutherford’s red robe ripped”. Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Read through the alphabet chart at the front of the class with the learners and stop at the letter R/r. Model the sound it makes using the words: rat, red, and ring.</p> <p>Read aloud the following phrase and ask for learners to count the number of times the R/r sound is heard “Ruth Rutherford’s red robe ripped”.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Ask learners to write the word “red” at the back of a page in their</p>	<p style="text-align: center;">Word Changing</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Word Changing (level 4) and connect to the story “The Three Billy Goats Gruff”. Ask learners to listen closely to the software and identify the letter that needs to be removed to make the new word.</p> <p><u>Without Software:</u> Teacher says a word, for example “rat” and then writes on the board. Say a new word, for example “mat” and ask the learner to identify the letter that needs to be removed or changed. Ask another learner to come and change it. Do the same activity a few times with some of the following words: bat, cat, bike, hike, cake, bake, etc.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up and select level 3. Encourage</p>



Day 4 (rR)	Day 2 (rR)	Day 3 (rR)
<p>introduction/warm-up. Ask them to identify the initial sound, remember at least 2 words from the sentence, and come up with one more word with the same initial sound as the words in the software. Provide additional practice with new sentences, such as “Raj’s rooster ran up the rocky road” and “Runi really likes red roses”.</p> <p>Group 2: Textbook page 51-52, activity A, B (the R words) & D (letter R tracing).</p> <p>Group 3: Give the group 2-3 of the following the Word Cards: bird, brown, crow, draw, first, grape, gray, jar, orange, rain, rat, read, red, rice, right, ring, river, road, rope, rose. They say the word out loud and then use the Alphabet Cards to spell out the word one letter at a time. Finally, they point to the letter R in the word.</p> <p>Alternative: Challenge the group to find as many words from the Word Cards that contain an R/r in them. Have them identify the r in the word. Then they count how many word cards they found.</p>	<p>workbook (specially at back page of R letter). Provide learners with red crayons or markers so they can decorate the page with food items that are red, i.e. apple, beets, chillies, pomegranate, radish, tomato, etc.</p> <p>Alternative: Learners identify capital and small letter R/r in the textbook and share their findings with their group.</p> <p>Group 2: Textbook page 52, activity C & E.</p> <p>Group 3: Learners complete two squares (the left side) from the Letter R/r Placemat activity.</p>	<p>learners to say the words aloud, this will help them identify new words. Learners take turns logging in to the software.</p> <p>Group 2: Textbook page 53, activity F & G.</p> <p>Group 3: Learners complete the Letter R/r Placemat activity (right side).</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 18: sS/tT




Day 1 (sS)	Day 2 (sS)	Day 3 (sS)
<p>Animated Alphabet</p>  <p>Introduction/Warm-up</p>	<p>Blending Train</p>  <p>Introduction/Warm-up</p>	<p>Blending Train</p>  <p>Introduction/Warm-up</p>



Day 1 (sS)	Day 2 (sS)	Day 3 (sS)
<p>Software: Ask the learners if they can recall the sound and letter name from the previous lesson. Point to the alphabet line and ask learners what letter comes next. Select the letter S/s in the Animated Alphabet activity and have learners watch the animation once. Ask the learners to reproduce the letter sound from the phrase in the software: “Simon swiftly swept snow off the streets of Saskatoon”. Then ask if they can recall any of the words from the animation.</p> <p>Without Software: Select one of the S words from the Image Cards and ask learners to identify the object of the picture. Ask the learners to repeat the beginning sound of the word. State the name of the letter and ask learners to repeat. As a class brainstorm other words that begin with the letter S/s. (Some words may include sand, salt, snake, son, swan, etc.) Write these words on the board and encourage learners to pronounce the words along with the teacher.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Ask them to identify the initial sound, remember at least 2 words from the sentence, and come up with one more word with the same initial sound as the words in the software.</p>	<p>Software: Select Blending Train (level 3) and connect to the story “The Three Billy Goats Gruff”. Explore the help function (hand with the Band-Aid) to display the letters. Write the words from the software on the board to review later.</p> <p>Without Software: Write the following words that begin with S/s on the board: sat, sand, sit, set, sip, and sun. Working with one word at a time, ask learners to come up to the board and change the first letter to create a new word. Before moving to the next word, challenge learners to change the second letter of the original word.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Invite learners to write down new words they learn in the software in their workbooks.</p> <p>Alternative: Provide learners with the Alphabet Cards and ask them to recreate the words from the introduction/warm-up. Learners will then blend the sounds together with a partner to read the words aloud.</p> <p>Group 2: Instruct the learners to write the words from the introduction/warm-up on the backs of their neighbour using their index finger.</p>	<p>Software: Select Blending Train (level 3) and connect to the story “The Dove and the Ant”. Explore the help function (hand with the Band-Aid) to display the letters. Write the words from the software on the board to review later.</p> <p>Without Software: Write the following words that begin with S/s on the board: sat, sand, sit, set, sip, and sun. Working with one word at a time, ask for learners to come up to the board and change the first letter to create a new word. Before moving to the next word, challenge learners to change the second letter of the original word.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Invite learners to write down new words they learn in the software in their workbooks.</p> <p>Alternative: Prompt the learners to think about “S” words that describe how a snake moves. Provide “slither” and “slide” if children find this difficult. Have children pretend to be a snake and act out the actions of slithering and sliding using their hands and arms.</p> <p>Group 2: Introduce learners to some of the difficult words from the vocabulary list: say, sky and stick. Provide learners with both the Image</p>



Day 1 (sS)	Day 2 (sS)	Day 3 (sS)
<p>Provide additional practice with new sentences, such as “Seven sheep slept under a sunny sky” and “Snake saw six snails sitting on a stick”.</p> <p>Alternative: Write the phrase from the software on the board: “Simon swiftly swept snow off the streets of Saskatoon”. Invite learners to copy this phrase into their workbooks and circle the letter S/s each time it appears.</p> <p>Group 2: Provide learners with the Image Cards and Word Cards for “song” and “sing”. Have learners match the word card to the image card. Then learners can practice writing the word using alphabet manipulatives (for example: pebbles, or bottle caps).</p> <p>Group 3: Textbook page 54-55, activity A, B (the S words) & D (letter S tracing).</p>	<p>Group 3: Learners complete two squares from the Letter S/s Placemat activity (left side).</p>	<p>Cards and Word Cards. Once they have successfully matched the words together, learners will say sentences aloud to illustrate the meaning of these words.</p> <p>Group 3: Learners complete the Letter S/s Placemat activity (right side).</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Day 4 (tT)	Day 5 (tT)	Day 6 (tT)
<p>Animated Alphabet & Word Changing</p>  <p>Introduction/Warm-up</p> <p>As the learners settle into the classroom, play the letter T animation from Animated Alphabet in the software 2-3 times. Ask learners if they recognize this letter before going into the software activity and use the alphabet line as a support if needed.</p>	<p>Word Families</p>  <p>Introduction/Warm-up</p> <p><u>Software:</u> Select Word Families (advanced, -at) and connect to the story “The Frogs and the Well”. Bring the learner’s attention to the letter T/t at the end of the word family. Ask for volunteers to answer the questions. Invite learners to</p>	<p>Word Families</p>  <p>Introduction/Warm-up</p> <p><u>Software:</u> Select Word Families (advanced, -ot) and connect to the story “The Frogs and the Well”. Bring the learner’s attention to the letter T/t at the end of the word family. Ask for volunteers to answer the questions. Invite learners to</p>






Day 4 (tT)	Day 5 (tT)	Day 6 (tT)
<p>Software: Select Word Changing (level 4) and connect to the story “The Frogs and the Well”. Ask learners to listen closely to the software and identify the letter that needs to be removed to make the new word.</p> <p>Without Software: Write the phrase from the software on the board: “Twelve teachers taught Timmy his times tables.” Ask for learners to count the number of times they see the letter T/t. Then in pairs, have learners brainstorm words with the letter T/t and share with the class.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Provide additional practice with new sentences, such as “Two teachers took the time to taste the tea” and “The turtle tapped the tomato three times”.</p> <p>Alternative: Provide the learners with the following Image Cards and Word Cards: ant, cat, dot, feet, first, insect, left, net, plant, pot, rat, stick, tap and table. Have learners match the word card to the image card, then locate the letter T/t in each word.</p>	<p>discuss with a pair before volunteering.</p> <p>Without Software: Write the following words on the board that have the letter T/t: tap, tip, top, bit, bat. Working with one word at a time, ask for learners to come up to the board and change a letter to create a new word.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Invite learners to write down new words they learn in the software in their workbooks.</p> <p>Alternative: Instruct the learners to write the words from the introduction/warm-up on the backs of their neighbour using their index finger.</p> <p>Group 2: Provide learners pebbles to model capital and small letter T/t. For a challenge, ask learners to create words that begin with the letter T/t.</p> <p>Alternative: Textbook page 55; activity C & E.</p> <p>Group 3: Learners complete two squares from the Letter T/t Placemat activity (left side).</p>	<p>discuss with a pair before volunteering.</p> <p>Without Software: Distribute the following Image Cards and Word Cards to the class: ant, cat, dot, feet, first, insect, left, met, net, plant, pot, rat, stick, tap and table. Have learners match the word card to the image card. Once the matches have been found, ask the pairs to locate the letter T/t in each word and share with the class. Prompting questions include: “Is the letter T/t at the beginning, middle, or end of the word?” Teach the meaning of beginning, middle and end if this hasn’t been taught.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Invite learners to write down new words they learn in the software in their workbooks.</p> <p>Alternative: Place the Image Cards and Word Cards from the introduction/warm-up at the front of the class. Instruct learners to select 2-3 of these words and illustrate them in their workbooks. Have learners write the word below the picture.</p> <p>Group 2: Provide learners with a large piece of paper with the capital letter T written in block letter style. Have the group write as many words with T/t in the</p>



Day 4 (tT)	Day 5 (tT)	Day 6 (tT)
<p>Group 2: Complete or repeat the activity above. For an added challenge, have learners work in pairs to practice upper and small case letter T/t. One learner closes their eyes and the other learner traces either a upper or small case T/t in the palm of their partner’s hand. The partner has to guess if it is upper or small case. Partners then switch roles.</p> <p>Group 3: Textbook page 54-55, activity A, B (the T words) & D (letter T tracing).</p>		<p>letter. Once the learning station rotates, another group can add more words.</p> <p>Alternative: Textbook page 56; activity F & G.</p> <p>Group 3: Learners complete the Letter T/t Placemat activity (right side).</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 19: uU/vV/wW




Day 1 (uU)	Day 2 (uU)	Day 3 (uU)
<p>Animated Alphabet & Word Changing</p>  <p><i>Introduction/Warm-up</i></p> <p>Play the letter U animation from Animated Alphabet 2-3 times. Ask learners if they recognize this letter before going into the software activity and use the alphabet line as a support if needed.</p> <p><i>Note to share with learners: Be sure to share with the learners that U/u is another one of those special letters with a special sound. We will learn more about this later.</i></p>	<p>Auditory Blending</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Auditory Blending (level 2) and connect to the story “The Three Billy Goats Gruff”. Repeat the sounds from the software by clicking on the green bird. Model an error for the learners, show how the letters appear as a guide after the second error. Ask for a volunteer to select the correct picture.</p> <p>Without Software: Teacher writes the following sentence on the board, says it aloud, then asks the learners to</p>	<p>Animated Alphabet & Letter Sound Search</p>  <p><i>Introduction/Warm-up</i></p> <p>Ask learners to recall the letter reviewed during day 1 before moving on to the software activity. Select the letter U/u in the Animated Alphabet activity and have learners listen to the animation at least twice. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation.</p> <p>Model how learners will complete <i>Learning Station, Group 1</i> with their peers.</p>



Day 1 (uU)	Day 2 (uU)	Day 3 (uU)
<p>Software: Select Word Changing (level 4) and connect to the story “The Frogs and the Well” Ask learners to listen closely to the software and identify the letter that needs to be removed to make the new word.</p> <p>Without Software: Write the phrase from the software on the board: “Unfortunately, Ursula’s umbrella unfolded upwind.” Ask for learners to count the number of times they see the letter U/u. Then have learners repeat the phrase and practice the U/u sound.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Provide additional practice with new sentences, such as “Ura’s ukulele is under her umbrella”.</p> <p>Alternative: Provide the learners with the following Image Cards and Word Cards: sun, tub, umbrella and upstairs. Once learners match the picture to the word, have learners work with a pair to locate the letter U/u and practice the sound it makes in the word.</p> <p>Group 2: Learners complete the left-side of the Letter U/u Placemat activity.</p>	<p>count the number of words in the phrase: “cut the cob”. Then ask learners to identify the letter U/u.</p> <p>Circle the word “Cut” on the board and learners will say the word and segment each sound. Repeat with another phrase: “Jump in the tub”.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Learners will draw and design an umbrella and colour it. Have learners write the word under the image and circle the letter U/u.</p> <p>Group 2: Write the following words on the board: cub, cut, hug and tub. In pairs, learners will segment the three sounds in each word, then blend them together by reading aloud. If learners know the meaning of the words, invite them to draw the meaning of the word. If the learners do not know the meaning, define the word for them.</p> <p>Group 3: Learners complete the right-side of the Letter U/u Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be</i></p>	<p>Without Software: Show the learners the Image Cards for the following words: ukulele, umbrella, uniform, and upstairs. Distribute the corresponding Word Cards to small groups of learners. Work together to match the word card to the image card.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Learners select Letter Sound Search and level 2 and lowercase letters. Encourage learners to work together to find the hidden letters. For additional practice, learners can also do level 2 uppercase letters, or level 2 mixed case.</p> <p>Group 2: Give learners a handful of the Word Cards, which include 2-3 words that have a U/u somewhere in the word. For example, you might give them 5 cards: blue, pink, purple, sun, and zebra. The group must identify which words have a u in them and which don’t. Then, they find the Image Cards that matches the words that contain a U/u.</p> <p>Group 3: Give the group 2-3 of the following the Word Cards: blue, cube, equal, flute, four, glue, ground, hug, outside, quail, quiet, quilt, quiz, square, sun, tub, tune, uniform, or yogurt. They say the word out loud and then use the Alphabet Cards to spell out the word one letter</p>






Day 1 (uU)	Day 2 (uU)	Day 3 (uU)
<p>Group 3: Textbook page 57-58, activity A, B (the U words) & D (letter U tracing).</p>	<p><i>struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>	<p>at a time. Finally, they point to the letter U in the word.</p> <p>Alternative: Learners complete the Letter Sound Matching – 2 worksheet.</p>

Day 4 (vV)	Day 5 (vV)	Day 6 (vV)
<p style="text-align: center;">Animated Alphabet</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Sing the alphabet song and point to the alphabet line at the front of the class as you go through each letter stopping at the letter U/u. Ask learners if they can identify the letter that comes next. Select the letter V/v in the Animated Alphabet activity and ask the learners to reproduce the letter sound from the phrase in the software: “The voracious vulture visited Vanessa the viper”. Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Display the following Image Cards and Word Cards on the board: van, vase, vegetables, vest and violin. Ask learners to identify the beginning letter of each word.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in</p>	<p style="text-align: center;">Word Counting</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Word Counting (level 2) and connect to the story “The Little Red Hen”. As you model the activity, ask for learners to repeat after the software and count as a class.</p> <p><u>Without Software:</u> Ask the learners to identify anything in the class that begins with the letter V/v, or any student who has V as the first letter of their name. Encourage learners to share items in their environment at home or community that has the V/v sound.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. As a challenge, encourage learners to recreate at least one of the sentences from the software in their workbooks.</p>	<p style="text-align: center;">Basic Decoding</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Basic Decoding (level 3) and connect to the story “The Little Red Hen”. Invite the class to decode the letters at the top of the screen and then click on the help function for the software to decode aloud. Ask a volunteer to select the corresponding image.</p> <p><u>Without Software:</u> Review the letter V/v and ask learners to recall which words start with the letter V/v and what sound it makes. They can write the V words they remember and have them displayed on the class wall/noticeboard.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Provide learners with letter V/v Image Cards and mix them with other</p>



Day 4 (vV)	Day 5 (vV)	Day 6 (vV)
<p>to the software. Instruct learners to remember one word from the phrase and try to recreate the sounds the word makes. Try to spell out the word and share with a peer.</p> <p>Provide additional practice with new sentences, such as “Vikram’s van carries a variety of vegetables”.</p> <p>Alternative: Display the following Image Cards and Word Cards on the board: van, vase, vegetables. Instruct learners to write these words on their peer’s back so they can guess the word.</p> <p>Group 2: Provide learners with letter V/v Image Cards and mix them with other Image Cards from the stack. Learners will pick out the cards that start with the letter V/v.</p> <p>Group 3: Textbook page 57-58, activity A, B (the V words) & D (letter V tracing).</p>	<p>Alternative: Display the following Image Cards and Word Cards on the board: van, vase, vegetables. Instruct learners to write these words on their peer’s back so they can guess the word.</p> <p>Group 2: Provide the learners with the Alphabet Cards and ask them to pick out the letter V/v. Then, in pairs, learners will use letters to form silly words that begin with V/v. Encourage learners to say the words aloud to their peers.</p> <p>Group 3: Learners complete the left-side of the Letter V/v Placemat activity.</p>	<p>cards from the stack. Learners will pick out the cards that start with the letter V/v.</p> <p>Group 2: Provide learners with letter V/v Image Cards and a mixed stack of Word Cards. One learner will hold up a letter V/v image card, then the learners have to select the corresponding word card.</p> <p>Group 3: Learners complete the right-side of the Letter V/v Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Day 7 (wW)	Day 8 (wW)	Day 9 (wW)
<p style="text-align: center;">Animated Alphabet</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Ask the learners if they can recall the sound and letter name from the previous lesson. Select the letter W/w in the Animated Alphabet activity and have learners watch the animation once. Ask the learners to reproduce the letter sound from the</p>	<p style="text-align: center;">Auditory Segmenting</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Auditory Segmenting (level 3) and connect to the story “The Little Red Hen”. Ask a volunteer to select the correct answer. As the answer is displayed, have learners count the sounds (small aliens) that are in the word.</p>	<p style="text-align: center;">Auditory Segmenting</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Auditory Segmenting (level 4) and connect to the story “The Little Red Hen”. Ask a volunteer to select the correct answer. As the answer is displayed, have learners count the sounds (small aliens) that are in the word.</p>






Day 7 (wW)	Day 8 (wW)	Day 9 (wW)
<p>phrase in the software: “Walter wished the weather in Waterloo were warmer.” Then ask if they can recall any of the words from the animation.</p> <p><u>Without Software:</u> Display the following Image Cards and Word Cards on the board: water, white, and window. Ask learners to identify the beginning letter of each word. Review the meaning of each of these words.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Allow learners to choose their favourite activity from the past couple of weeks. Ask them to write down any words they come across that have a W in it. Learners take turns logging in to the software. Learners take turns logging in to the software. Provide additional practice with new sentences, such as “Wali whispered words for Wasi to write”.</p> <p>Alternative: Learners will identify three words from their textbook which have the letter W/w and show their peers.</p> <p>Group 2: Provide learners with a large piece of paper with the word “wet” written in the middle. Instruct learners to rewrite the word and list silly words below that rhyme with “wet.” This can be done by changing the first letter. Encourage learners to read words aloud as they are written.</p>	<p>Before moving onto the word, repeat it aloud and write it on the board.</p> <p><u>Without Software:</u> Display the following Image Cards and Word Cards on the board: water, white, and window. Ask learners to identify the beginning letter of each word. As a class, write a sentence on the board using two of the W words in a sentence.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Display the following Image Cards and Word Cards on the board: water, white, and window. Instruct learners to write these words in their workbooks and include a drawing with the word.</p> <p>Group 2: Learners are given some Image Cards. All the image cards will be on the center of the table. One learner will pick one card and show the image card and ask others to segment the sounds of the word. The learner that answers correctly will get a chance to pick a new card and show others how to segment the sounds of the word. This will continue until all the image cards are practiced.</p> <p>Alternative: Textbook page 57-58; activity C & E.</p>	<p>Before moving onto the word, repeat it aloud and write it on the board.</p> <p><u>Without Software:</u> Display the following Image Cards and Word Cards on the board: water, white, and window. Ask learners to identify the beginning letter of each word. Invite learners to work with a pair and brainstorm silly sentences with the vocabulary words.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Provide learners with letter W/w Image Cards and mix them with other cards from the stack. Learners will pick out the cards that start with the letter W/w.</p> <p>Group 2: Complete the activity above and provide learners with a mixture of Word Cards. Have the group match the Word Card to the corresponding Image Cards.</p> <p>Alternative: Textbook page 59; activity F & G.</p> <p>Group 3: Learners complete the right-side of the Letter W/w Placemat activity.</p> <p style="color: #4F81BD;"><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be</i></p>






Day 7 (wW)	Day 8 (wW)	Day 9 (wW)
<p>Group 3: Textbook page 57-58, activity A, B (the W words) & D (letter W tracing).</p>	<p>Group 3: Learners complete the left-side of the the Letter W/w Placemat activity.</p>	<p><i>struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Lesson 20: xX/yY/zZ

Day 1 (xX)	Day 2 (xX)	Day 3 (xX)
<p>Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select the letter X/x in the Animated Alphabet activity and have learners listen to the animation once. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation.</p> <p>Model how learners will complete <i>Learning Station, Group 1</i> with their peers.</p> <p><u>Without Software:</u> Show the learners the Image Cards and Word Cards for the following words: xylophone and x-ray.</p> <p>Then show learners how X/x at the end of the word sounds different: axe, box, and fox.</p> <p><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p>	<p>Letter Sound Search</p>  <p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Letter Sound Search (level 3 lowercase). Ask a volunteer to find the correct letter as prompted by the software.</p> <p>Model how learners will complete <i>Learning Station, Group 1</i> with their peers.</p> <p><u>Without Software:</u> Project the Letter Sound Search – Level 3 (Lowercase) activity so all learners can see the picture. Call out one letter at a time, and ask for a volunteer to find the letter in the picture. Reinforce the sound the letter makes and write it on the board. Then move on to the next letter.</p> <p><i>Learning Stations</i></p> <p>Group 1: Learners select Letter Sound Search and level 3 and lowercase letters. Encourage learners to work together to find the hidden letters. For additional practice, learners can also do level 3</p>	<p>Auditory Segmenting</p>  <p><i>Introduction/Warm-up</i></p> <p><u>Software:</u> Select Auditory Segmenting (level 4) and connect to the story “Henny Penny”. Ask a volunteer to select the correct answer. As the answer is displayed, have learners count the sounds (small aliens) that are in the word. Before moving onto the word, repeat it aloud and write it on the board.</p> <p><u>Without Software:</u> Select a few words that contain the X/x sound (box, fox, x-ray). Use the Alphabet Cards to spell the words, but put a space between each phoneme sound. Ask for a volunteer to help you read the breakdown of each word then blend the sounds together.</p> <p><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p>



Day 1 (xX)	Day 2 (xX)	Day 3 (xX)
<p>Provide additional practice with new sentences, such as “Xylem x-rayed his xylophone” and “An ox and a fox are in a box”.</p> <p>Group 2: Textbook page 60, activity A & B (the X words).</p> <p>Group 3: Learners complete the left-side of the Letter X/x Placemat activity.</p>	<p>uppercase letters, or level 3 mixed case.</p> <p>Group 2: Provide the learners with the following Image Cards and Word Cards: box, fox, ox, six, taxi, x-ray and xylophone. Once learners match the picture to the word, have learners work with a pair to locate the letter X/x and practice the sound it makes in the word. Have them isolate the two different X sounds they hear (x-ray vs xylophone for example).</p> <p>Group 3: Learners complete the right-side of the Letter X/x Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>	<p>Alternative: Provide learners with letter X/x Image Cards and mix them with other cards from the stack. Learners will pick out the cards that start with the letter X/x.</p> <p>Group 2: Select a mix of 15 Word Cards, where at least 4-6 of them represent a word with an x/X in it (box, fox, ox, six, taxi, x-ray and xylophone). Shuffle the cards and then place them at random, face-up on the desk. Learners work together to identify the words with an X in them. More advanced learners can do this activity with a mix of Image Cards and Word Cards.</p> <p>Group 3: Textbook page 61, activity D (letter X tracing).</p>

Day 4 (yY)	Day 5 (yY)	Day 5 (yY)
<p>Animated Alphabet</p>  <p>Introduction/Warm-up</p> <p>Software: Ask learners to recall the letter reviewed in the previous lesson before moving on to the software activity. Select the letter Y/y in the Animated Alphabet activity and have learners listen to the animation at least twice. Ask the learners to reproduce the letter sound.</p>	<p>Letter Sound Search</p>  <p>Introduction/Warm-up</p> <p>Software: Select Letter Sound Search (level 3 lowercase). Ask a volunteer to find the correct letter as prompted by the software.</p> <p>Model how learners will complete <i>Learning Station, Group 1</i> with their peers.</p>	<p>Auditory Segmenting</p>  <p>Introduction/Warm-up</p> <p>Software: Select Auditory Segmenting (level 5) and connect to the story “When I Open My Eyes”. Ask a volunteer to select the correct answer. As the answer is displayed, have learners count the sounds (small aliens) that are in the word. Before moving onto the word,</p>






Day 4 (yY)	Day 5 (yY)	Day 5 (yY)
<p>Then ask if they can recall any of the words from the animation.</p> <p>Model how learners will complete <i>Learning Station, Group 1</i> with their peers.</p> <p><u>Without Software</u>: Show the learners the Image Cards for the following words: yam, yellow, yogurt, yoyo, yoke, and yolk. Distribute the corresponding Word Cards to small groups of learners. Work together to match the word card to the image card.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Provide additional practice with new sentences, such as “Yara yelled when her yellow yo-yo landed in yogurt” and “You yearn for Yamir’s yummy yams”.</p> <p>Group 2: Textbook page 60, activity A & B (the Y words).</p> <p>Group 3: Learners complete the left-side of the Letter Y/y Placemat activity.</p>	<p><u>Without Software</u>: Project the Letter Sound Search – Level 3 (Lowercase) activity so all learners can see the picture. Call out one letter at a time, and ask for a volunteer to find the letter in the picture. Reinforce the sound the letter makes and write it on the board. Then move on to the next letter.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Learners select Letter Sound Search and level 3 and lowercase letters. Encourage learners to work together to find the hidden letters. For additional practice, learners can also do level 3 uppercase letters, or level 3 mixed case.</p> <p>Group 2: Ask learners to write the word “yellow” at the top of a page in their workbooks. Provide learners with yellow crayons or markers so they can decorate the page with food items that are yellow, i.e. banana, corn, cheese, egg yolks, lemon, peppers, etc.</p> <p>Alternative: Learners identify capital and small letter Y/y in the textbook and share their findings with their group.</p> <p>Group 3: Learners complete the right-side of the Letter Y/y Placemat activity.</p> <p style="text-align: center;"><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are</i></p>	<p>repeat it aloud and write it on the board.</p> <p><u>Without Software</u>: Display the following Image Cards and Word Cards on the board: yam, yellow, yo-yo. Ask learners to identify the beginning letter of each word. Invite learners to work with a pair and brainstorm silly sentences with the vocabulary words.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Show the learners the Image Cards for the following words: yam, yellow, yogurt, yo-yo, yoke, and yolk. Distribute the corresponding Word Cards to small groups of learners. Work together to match the word card to the image card.</p> <p>Group 2: Select a mix of 15 Word Cards, where at least 4-6 of them represent a word with an y/Y in it (day, eye, goodbye, gray, play, say, sky, x-ray, xylophone, yam, yellow, yo-yo, yogurt, yoke, and yolk). Shuffle the cards and then place them at random, face-up on the desk. Learners work together to identify the words with an Y in them. More advanced learners can do this activity with a mix of</p>



Day 4 (yY)	Day 5 (yY)	Day 5 (yY)
	<i>struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i>	Image Cards and Word Cards . Group 3: Textbook page 61, activity D (letter Y tracing).

Lesson 20



Day 7 (zZ)	Day 8 (zZ)	Day 9 (zZ)
<p>Alphabet Song & Animated Alphabet</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Ask learners to start the lesson by singing the alphabet song. Select a learner to point to the alphabet line as their classmates sing. Be sure to review letters that the learners miss while singing. Select the letter Z/z in the Animated Alphabet activity and have learners listen to the animation at least twice. Ask the learners to reproduce the letter sound. Then ask if they can recall any of the words from the animation.</p> <p>Model how learners will complete Learning Station, Group 1 with their peers.</p> <p>Without Software: Show the learners the Image Cards for the following words: zebra, zero, zipper, zombie and zoo. Distribute the corresponding Word Cards to small groups of learners. Work together to match the word card to the image card.</p> <p><i>Learning Stations</i></p>	<p>Letter Sound Search</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Letter Sound Search (level 2 lowercase). Ask a volunteer to find the correct letter as prompted by the software.</p> <p>Model how learners will complete <i>Learning Station</i>, Group 1 with their peers.</p> <p>Without Software: Project the Letter Sound Search – Level 2 (Lowercase) activity so all learners can see the picture. Call out one letter at a time, and ask for a volunteer to find the letter in the picture. Reinforce the sound the letter makes and write it on the board. Then move on to the next letter.</p> <p><i>Learning Stations</i></p> <p>Group 1: Learners select Letter Sound Search and level 2 and lowercase letters. Encourage learners to work together to find the hidden letters. For additional practice, learners can also do level 2</p>	<p>Auditory Blending</p>  <p><i>Introduction/Warm-up</i></p> <p>Software: Select Auditory Blending (level 3) and connect to the story “Henny Penny”. Repeat the sounds from the software by clicking on the green bird. Model an error for the learners, show how the letters appear as a guide after the second error. Ask for a volunteer to select the correct picture.</p> <p>Without Software: Teacher writes the following sentence on the board, says it aloud, then asks the learners to count the number of words in the phrase: “Zidan zigzagged around a zillion zombies”. Then ask learners to identify the letter Z/z.</p> <p><i>Learning Stations</i></p> <p>Group 1: Learners select Auditory Blending (level 3) and connect to the story “Henny Penny”. Encourage learners to work together.</p> <p>Alternative: Hold up one of the Z Image Cards: zebra, zero, zipper, zombie and zoo. Use the Alphabet Cards to</p>



Day 7 (zZ)	Day 8 (zZ)	Day 9 (zZ)
<p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software. Provide additional practice with new sentences, such as “Zain saw zebras at the zoo”.</p> <p>Group 2: Textbook page 60-61, activity A, B (the Z words) & D (letter Z tracing).</p> <p>Group 3: Learners complete the left-side of the Letter Z/z Placemat activity.</p>	<p>uppercase letters, or level 3 mixed case.</p> <p>Alternative: Learners complete the Letter Sound Search – Level 2 (Uppercase) and/or Letter Sound Search – Level 2 (Mixed case) worksheets.</p> <p>Group 2: Textbook page 61-62; activity C & E.</p> <p>Group 3: Learners complete the right-side of the Letter Z/z Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>	<p>spell the words, but put a space between each phoneme sound. Ask for a volunteer to help you read the breakdown of each word then blend the sounds together.</p> <p>Group 2: Textbook page 62; activity F & G.</p> <p>Group 3: Ask learners to write the word “zoo” at the top of a page in their workbooks. Provide learners with crayons or markers so they can decorate the page with animals you might see at a zoo i.e. elephant, tiger, zebra, etc.</p> <p>Alternative: Lay the Alphabet Cards on the floor or a table. One learner says a letter of their choice and the other learners select the correct letter. Learners take turns calling out letters. They should come up with one word that starts with that letter.</p>

Review & Vowel Teams

Review (A-E)

Day 1	Day 2	Day 3
<p>Animated Alphabet</p>  <p>Review (A-C) Introduction/Warm-up</p>	<p>Animated Alphabet</p>  <p>Review (D-E) Introduction/Warm-up</p>	<p>Assessment 1 (A-E)</p> <p>Teacher will instruct the whole class to write letters from A/a to E/e (capital and small letters) on a piece of paper.</p>





Day 1	Day 2	Day 3
<p>Software: Play the animation for letters A/a, B/b, and C/c in the Animated Alphabet activity. Have learners repeat the phrase and count the number of times the respective letter sound is heard.</p> <p>Without Software: Produces sounds from letters A/a-C/c and asks learners to say the name of the letter. After a couple of examples, say letter names from A/a-C/c and ask learners to say the sound of that letter. Do it a couple of times until all the letters A/a-C/c are done.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In pairs, learners watch the animation for letters A/a, B/b, and C/c in the Animated Alphabet activity. Then, one learner produces the sound of letters A/a-C/c and another learner will say the name of the letter. Then, learners switch roles. After, learners are to brainstorm words that start with letters A/a-C/c.</p> <p>Group 2: Learners will work with Image Cards and Alphabet Cards (A/a-C/c) to produce beginning sounds and names with those letters. Then learners will arrange capital letters in one line and small letters in another line.</p> <p>Group 3: Provide learners with 6 of the Image Cards or Word Cards that has a word that starts with the letters A-</p>	<p>Software: Play the animation for letters D/d and E/e in the Animated Alphabet activity. Have learners repeat the phrase and count the number of times the respective letter sound is heard.</p> <p>Without Software: Teacher says two words, beginning with D/d & E/e sounds respectively and the learners identify words and give a thumbs up (same beginning sound; dog and dot) or thumbs down (not same; dog and egg). Repeat the activity about 5 times. As a challenge, select the same initial sound, but a different ending sound. For example: cat and cap.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: In pairs, learners watch the animation for letters D and E in the Animated Alphabet activity. Then, one learner will produce the sound of letters D/d and E/e, the other learner will say the name of the letter. Then, learners switch roles. After, learners are to brainstorm words that start with letters D/d and E/e.</p> <p>Group 2: Learners write any letter from A/a-E/e on another learner's back. The other learner guesses the letter name their partner draws. The entire group will do the activity in pairs.</p> <p>Group 3: Learners write A/a-E/e letters in their notebook. Then learners work together</p>	<p>As the learners write, the teacher will go one by one to each learner and ask Assessment 1 questionnaire:</p> <ol style="list-style-type: none"> 1) Asks the learner to pronounce the SOUNDS of following letters: C b a c E e A B D 2) Asks the learner to tell NAMES of following letters: E d a e B c b D A 3) Asks the learn to WRITE the letters from A/a-E/e <p>Once learners have completed the assessment, instruct the class to draw objects that begin with letter A-E in their workbooks as the teacher completes the assessment with the rest of the group.</p>



Day 1	Day 2	Day 3
E. As a group, they tell a short story using all 6 words.	to brainstorm a word for each letter.	



Review (F-J)

Day 1	Day 2	Day 3
<p style="text-align: center;">Rhyme Matching</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Beginning Letter Review Introduction/Warm-up</i></p> <p>Software: Start with Rhyme Matching, level 1 (8 cards) and connect to the story, “The Little Red Hen”. Ask learners to give a thumbs up (same rhyming sound) or thumbs down (not same). N.B. Model what rhyming is before the activity if the learners don’t understand. Repeat words from the software if necessary.</p> <p>Without Software: State two words that have the same rhyming sound i.e. fan and can. Learners give a thumbs up (same rhyming sound) or thumbs down (not same). Say aloud two different words that don’t rhyme, i.e. jug and ink. Repeat the activity three or four times and change the words each time.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Encourage learners to say the words aloud, this will help them identify a rhyme.</p>	<p style="text-align: center;">Rhyme Matching</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p>Software: Select Rhyme Matching, level 1 (8 cards) and connect to the story, “I can move like a...”. Ask learners to give a thumbs up (same rhyming sound) or thumbs down (not same). N.B. Model what rhyming is before the activity if the learners don’t understand. Repeat words from the software if necessary.</p> <p>Without Software: Be sure to explain that sometimes when words have the same ending sound that they rhyme. Show hat and cat Image Cards. Ask the learner what is the name of this picture? What is the end sound of this word? Show the corresponding Word Card for these pictures. What other words can you think of as a class. (rat, mat, sat, etc.).</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Encourage learners to say the words aloud, this will help</p>	<p style="text-align: center;">Assessment 2 (F-J)</p> <p>Teacher will instruct the whole class that everyone starts writing from F to J (capital and small letters) on a piece of paper. As the learners write, the teacher will go one by one to each learner and ask Assessment 2 questionnaire:</p> <ol style="list-style-type: none"> 1) Asks the learner to pronounce the SOUNDS of following letters: J g F I h f G H i j 2) Asks the learner to tell NAMES of following letters: J g F I h f G H i j 3) Asks the learn to WRITE the letters from F/f-J/j <p>Once learners have completed the assessment, instruct the class to draw objects that begin with letter F-J in their workbooks as the teacher completes the assessment with the rest of the group.</p>



Day 1	Day 2	Day 3
<p>Learners take turns logging in to the software.</p> <p>Alternative (Beginning Letter Review): Learners draw the following objects in their workbooks: fish, goat, hen, insect and jar. Instruct learners to write down the beginning sound of each word. Provide the learner with the corresponding Word Card to write out the full word.</p> <p>Group 2 (Beginning Letter Review): Learners will match the Image Cards (fish, goat, hen, insects, jar) with Alphabet Cards (F-J) to match the beginning sound of these words.</p> <p>Group 3: Provide learners with 6 of the Image Cards or Word Cards that has a word that starts with the letters F-J. As a group, they tell a short story using all 6 words.</p>	<p>them identify a rhyme. Learners take turns logging in to the software.</p> <p>Group 2: Write two words on the board: dish and goat. Divide learners into small groups and provide them with letters A-J Word Cards. Learners will brainstorm rhyming words to their assigned words (dish: fish, Goat: boat and coat).</p> <p><i>Teacher Note: Point out to the learners that clap and tap rhyme (they have the same sound at the end of the word). Wide and side are also rhyming words.</i></p> <p>Group 3: Each member of the group is given a letter from F-J. They need to find all of the Word Cards that start with their letter (there are 10 for F, 10 for G, 8 for H, 2 for I, and 3 for J). When they think they've found them all, they read aloud the cards to their team. For an added challenge, you can have them find all cards that contain their letter anywhere in the word.</p>	

Review (K-O) & Introduction to Long Vowels

Day 1	Day 2	Day 3
<p>Assessment 3 (K-O)</p> <p>Teacher will instruct the whole class that everyone starts writing from K to O (capital and small letters) on a piece of paper</p>	<p>Word Families</p>  <p><i>Introduction to Long Vowels</i> <i>Introduction/Warm-up</i></p> <p>Sample introduction:</p>	<p>Word Changing</p>  <p><i>Introduction to Long Vowels</i> <i>Introduction/Warm-up</i></p>





Day 1	Day 2	Day 3
<p>As the learners write, the teacher will go one by one to each learner and ask</p> <p>Assessment 3 questionnaire:</p> <ol style="list-style-type: none"> 1) Asks the learner to pronounce the SOUNDS of following letters: K o L n M O k I N m 2) Asks the learner to tell NAMES of following letters: K o L n M O k I N m 3) Asks the learn to WRITE the letters from K/k-O/o <p>Once learners have completed the assessment, instruct the class to draw objects that begin with letter K-O in their workbooks as the teacher completes the assessment with the rest of the group.</p>	<ol style="list-style-type: none"> 1) Say: “Remember how I told you that “I” is a special letter? I want to talk a bit about I’s friends, A, E, and O. These letters make more than one sound, but they need help to do that. One helper letter is the <i>Magic E</i>. The <i>Magic E</i> can go at the end of the word, and it makes the letter change its sound to say its name (i.e. can changes to cane). Listen carefully “can, cane.” At this point, have the letter E/e on a stick and place it at the end of the word “can” to allow children to see the E/e added to and taken away from the word ‘can’. Be sure to repeat this at least three times visually while saying the words. “Can you hear how <i>Magic E</i> changes the sound of the letter A?” 2) Continue the above exercise by attaching the letter “E” to a stick and tell the learner that this is the <i>Magic E</i>. Ask the learner what happens when you add “E” to the end of the following words: cap, man, tap, pan (cap becomes cape, man becomes mane, etc.). If resources permit, have learners create their own <i>Magic E</i> stick. 3) Review how the short vowel sound becomes long when the <i>Magic E</i> is added. Show the learners words that already have the <i>Magic E</i> (i.e. bake 	<p><u>Software</u>: Model Word Changing (level 3) and connect to the story “The Dove and the Ant”. Ask learners to listen closely to the software and identify the letter that needs to be removed to make the new word. Repeat a few times so the learners can do this on their own in a learning station.</p> <p><u>Without Software</u>: Review how the short vowel sound becomes long when the <i>Magic E</i> is added. Use your <i>Magic E</i> stick to model what happens to the word when the E added and removed. Ask the learner to use the <i>Magic E</i> stick to make words with the <i>Magic E</i>: can/cane, cap/cape, hat/hate, tap/tape, rat/rate.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Encourage learners to say the words aloud, this will help them identify new words. Learners take turns logging in to the software.</p> <p>Alternative: Provide learners with the Alphabet Cards and a blank piece of paper with -ite written on it. Using the cards as a support, instruct learners to make as many words as they can that end in -ite? Invite learners to write down these words in their notebooks.</p>



Day 1	Day 2	Day 3
	<p>and cake). Ask the learner to identify two more words with the long “A” vowel sound.</p> <p>4) Model how to select the advanced level in Word Families.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Select Word Families (advanced: -ake) and connect to a story of your choice. How many words can be made with -ake? Invite learners to write down these words in their notebooks.</p> <p>Alternative: Provide learners with the Alphabet Cards and a blank piece of paper with -ake written on it. Using the cards as a support, instruct learners to make as many words as they can that end in -ake? Invite learners to write down these words in their notebooks.</p> <p>Group 2: Learners complete the a e Placemat (long a).</p> <p>Group 3: Provide the learners with two strips of paper with the following words on it:</p> <ul style="list-style-type: none"> • Strip 1: bake, cake, rake • Strip 2: cane, sale, page <p>Invite learners to point to each word and say the words aloud in pairs. If there’s time, ask learners to draw the meaning of words they recognize.</p>	<p>Group 2: Learners complete the i e Placemat (long i).</p> <p>Group 3: Provide the learners with two strips of paper with the following words on it:</p> <ul style="list-style-type: none"> • Strip 1: nine, line, fine • Strip 2: like, bike, hike <p>Invite learners to point to each word and say the words aloud in pairs. If there’s time, ask learners to draw the meaning of words they recognize.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>



Review (P-T)

Day 1	Day 2	Day 3
<p style="text-align: center;">Blending Train</p>  <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p>Software: Select Blending Train (level 4) and connect to the story “The Frogs and the Well”. Remind the learners that there is a help function (hand with the Band-Aid) to display the letters. Write the words from the software on the board to review later.</p> <p>Without Software: Write the following words that begin with P/p-T/t on the board: pat, pet, rap, rip, sat, sit, sun, tip, and top. Working with one word at a time, ask for learners to come up to the board and change the beginning, middle or ending letter to create a new word.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Invite learners to write down new words they learn in the software in their workbooks.</p> <p>Alternative: Instruct the learners to work in pairs and write words that start with P/p, R/r, S/s and T/t, taking turns to read the words created by their partner.</p> <p>Group 2: Learner will arrange Alphabet Cards from</p>	<p style="text-align: center;">Letter Bingo</p>  <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p>Software: Select Letter Bingo and have learners volunteer to model the answer by coming up to the computer. Complete the activity until bingo (a horizontal or vertical line) is achieved.</p> <p>Without Software: Create your own Bingo cards with at least 9 letters (from A/a-T/t) on each card. One learner in the group uses the Alphabet Cards to call out letters at random. Provide learners with small objects (stones, chips, etc.) to place on their card if a learner has that letter on their card. The first person with a horizontal or vertical line wins.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct the learners to do the software activity from the introduction/warm-up. Learners take turns logging in to the software.</p> <p>Alternative: Use the bingo cards from the warm-up for learners to play in small groups. As a challenge, ask learners to come up with a word that starts with the letter that is called out.</p>	<p style="text-align: center;">Assessment 4 (P-T)</p> <p>Teacher will instruct the whole class that everyone starts writing from P to T (capital and small letters) on a piece of paper</p> <p>As the learners write, the teacher will go one by one to each learner and ask Assessment 4 questionnaire:</p> <ol style="list-style-type: none"> 1) Asks the learner to pronounce the SOUNDS of following letters: P t p q T Q R r S P s 2) Asks the learner to tell NAMES of following letters: P t p q T Q R r S P s 3) Asks the learn to WRITE the letters from P/p-T/t <p>Once learners have completed the assessment, instruct the class to draw objects that begin with letter P-T in their workbooks as the teacher completes the assessment with the rest of the group.</p>



Day 1	Day 2	Day 3
<p>A/a-T/t. Encourage learners to produce the letter sounds and letter names as they arrange the cards. Ask learners to arrange capital letters in one line and small letters in different lines.</p> <p>Group 3: Provide learners with 6 of the Image Cards or Word Cards that has a word that starts with the letters P-T. As a group, they tell a short story using all 6 words.</p>	<p>Group 2: Instruct the learners to work in pairs and write words that start with P/p, R/r, S/s and T/t, taking turns to read the words created by their partner and then draw a picture to illustrate the word.</p> <p>Group 3: Each member of the group is given a letter from P-T. They need to find all of the Word Cards that start with their letter (there are 13 for P, 5 for Q, 12 for R, 20 for S, and 16 for T). When they think they've found them all, they read aloud the cards to their team. For an added challenge, you can have them find all cards that contain their letter anywhere in the word.</p>	

Long Vowel Instruction



Day 1	Day 2	Day 3
<p>Long Vowel Instruction</p> <p><i>Introduction/Warm-up</i></p> <p>When learners come into the class, display page 3 of “The Three Billy Goats Gruff”. Read through this page and then ask learners to find the letter U/u on the page. (Huge and hungry). Repeat these two words aloud. Which one follows the <i>Magic E</i> rule? What happens when we take the “e” off of the word “huge”?</p> <p>Consider using the second level of help for the words to be segmented by the software. Click the word, then</p>	<p>Basic Decoding & Long Vowel Review</p> <div data-bbox="776 1226 846 1314" style="text-align: center;"> </div> <p><i>Introduction/Warm-up</i></p> <p>Software: Select Basic Decoding (level 3) and connect to the story “The Three Billy Goats Gruff”. Invite the class to decode the letters at the top of the screen and then click on the help function for the software to decode aloud. Ask a volunteer to select the corresponding image.</p>	<p>Basic Decoding & Long Vowel Review</p> <div data-bbox="1187 1226 1256 1314" style="text-align: center;"> </div> <p><i>Introduction/Warm-up</i></p> <p>Software: Select Basic Decoding (level 3) and connect to the story “The Three Billy Goats Gruff”. Invite the class to decode the letters at the top of the screen and then click on the help function for the software to decode aloud. Ask a volunteer to select the corresponding image.</p>



Day 1	Day 2	Day 3
<p>click the help function (finger with the band aid).</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Provide the learners with the following Image Cards and Word Cards: sun, tub, umbrella, uniform, ukuele, and upstairs. Once learners match the picture to the word, have learners work with a pair to locate the letter U/u and practice the sound it makes in the word. Have learners pull out the Long U word from the deck of cards. (Uniform and Ukuele).</p> <p>Group 2: Write the following words on the board: cub, cut, hug and tub. Provide learners with the E/e from the Alphabet Cards or the <i>Magic E</i> stick and invite them to place the letter at the end of the word (the <i>Magic E</i>) and blend the new words aloud with a pair.</p> <p>Group 3: Learners complete two squares from the u_e Placemat (long u).</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>	<p><u>Without Software:</u> Review how the short vowel sound becomes long when the <i>Magic E</i> is added. Use your <i>Magic E</i> stick to model what happens to the word when the E added and removed. Ask the learner to use the <i>Magic E</i> stick to make words with the <i>Magic E</i>: can/cane, hut/huge, mut/mute, not/note, tap/tape.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Set aside the following cards from the Image Cards: cap, hat, hug, rat, tap, and tub. Provide learners with the E/e from the Alphabet Cards or the <i>Magic E</i> stick and invite them to place the letter at the end of the word (the <i>Magic E</i>) and blend the new words aloud with a pair.</p> <p>Group 2: Give the group 2-3 of the following the Word Cards: bone, cake, cone, cube, file, five, home, kite, lake, lime, line, mice, name, nine, plane, plate, rice, rope, rose, snake, stone, tape, time, tune. They say the word out loud and then use the Alphabet Cards to spell out the word one letter at a time.</p> <p>Group 3: Learners complete the remaining two squares from the u_e Placemat (long u).</p>	<p><u>Without Software:</u> Review how the short vowel sound becomes long when the <i>Magic E</i> is added. Use your <i>Magic E</i> stick to model what happens to the word when the E added and removed. Ask the learner to use the <i>Magic E</i> stick to make words with the <i>Magic E</i>: cap/cape, hat/hate, mad/made, rat/rate, rid/ride.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Provide learners a set of words where the vowel is pronounce long or short. They then create a sentence or draw a picture using both words. For example, mad & made: I made my mom mad. Some possible sets of words: hop & hope, hug & huge, plan & plane, tap & tape.</p> <p>Group 2: Provide learners with 6 of the Image Cards or Word Cards. All of the cards should be words that use the magic E rule (bone, cake, cone, cube, file, five, home, kite, lake, lime, line, mice, name, nine, plane, plate, rice, rope, rose, snake, stone, tape, time, tune). As a group, they tell a short story using all 6 words.</p> <p>Group 3: As a group, learners find one a_e, i_e, o_e and u_e word from the Word Cards. They then read each word out loud to each other.</p>



Review (U-Z) & Vowel Teams

Day 1	Day 2	Day 3
<p style="text-align: center;">Alphabet Song</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p>Software: Select Alphabet Song (level 2 keep on singing, and ABC, capital letters). The class sings the “Alphabet Song” with the software and keeps singing even when the software pauses. For extra practice:</p> <ul style="list-style-type: none"> • Ask only the girls to sing; • Ask only the boys to sing; • Only learners that have a name that start with A, H, or S sing, etc. • Organize two groups to alternate after each letter. Group 1 chants A, Group 2 chants B, Group 1 chants C, Group 2 chants D, etc. • Have the entire group sing slowly and set the beat by clapping. (This is a great opportunity to listen for errors). <p>Without Software: Lead the class in singing the “Alphabet Song”. Ask for volunteers to lead the class in singing. Consider the extra practice activities from above.</p> <p>Be sure to listen carefully as learners sing and provide corrective feedback as you see fit. For instance, oftentimes there are small groups of letters that learners</p>	<p style="text-align: center;">Assessment 5 (U-Z)</p> <p>Teacher will instruct the whole class that everyone starts writing from U to Z (capital and small letters) on a piece of paper</p> <p>As the learners write, the teacher will go one by one to each learner and ask Assessment 5 questionnaire:</p> <ol style="list-style-type: none"> 1) Asks the learner to pronounce the SOUNDS of following letters: U z w u v W X y Y V x Z 2) Asks the learner to tell NAMES of following letters: U z w u v W X y Y V x Z 3) Asks the learn to WRITE the letters from U/u-Z/z <p>Once learners have completed the assessment, instruct the class to draw objects that begin with letter U-Z in their workbooks as the teacher completes the assessment with the rest of the group.</p>	<p style="text-align: center;">Animated Alphabet & Vowel Teams ai</p> <p style="text-align: center;"></p> <p style="text-align: center;"><i>Introduction/Warm-up</i></p> <p>Before starting today’s lesson, remind learners that vowels are special letters and sometimes they travel in pairs. Write the following rule on the board:</p> <p style="text-align: center;"><i>“When two vowels go walking, the first one does the talking and says its name.”</i></p> <p>Examples: am/ aim, ran/rain, got/ goat, bed/bead</p> <p>Take a few minutes to explain the concept before beginning the lesson. As you illustrate examples over the next few days, be sure to refer back to this rule.</p> <p>Software: Select ai from the second page of Animated Alphabet and have the learners watch the animation once and listen carefully to the repeating sound. Ask if learners can recall any words from the phrase: “The maid with the braid was not afraid”. Watch the animation a second time and have the learners identify any words missed from the first round.</p> <p>Without Software: Tell learners that there are other sounds called vowel teams. This means that two of the special letters (A, E, I, O, U)</p>






Day 1	Day 2	Day 3
<p>forget or blend together, i.e. L, M, N, O and P.</p> <p><i>Learning Stations</i></p> <p>Group 1: Learners select Alphabet Song (level 2, keep on singing and abc (small) letters). Learners follow along on the screen and continue singing when the software stops. The second time, learners select capital letters.</p> <p>Alternative: Learners order small letters using the Alphabet Cards from A-Z.</p> <p>Group 2: Learners practice writing letters U/u-Z/z in their workbooks.</p> <p>Alternative: Provide the learners with pebbles to practice forming letters U/u-Z/z in their workbooks.</p> <p>Group 3: Textbook page 63 activity A.</p>		<p>are put together to make a sound.</p> <p>Show the following Image Cards and read the word aloud: nail, rain, tail, train. Learners will repeat after the teacher and then participate in a think, pair, share activity to identify where the sound “ai” is in the word. Remind learners that the sound may be at the beginning, middle or end. Show learners the images again, this time with the corresponding Word Cards. Ask children to remain working with the same group and discover the pattern they can see in the words.</p> <p>Write the “ai” letter combination on the board and say that we usually use “ai” in the middle of the word (think rain, pail, train, mail). Have children repeat the new words aloud and the phrase from the software: “The maid with the braid was not afraid.” Repeat this phrase several times in different ‘voices’ e.g. loudly, quietly, quickly, slowly, high pitched, low pitched, etc.</p> <p><i>Learning Stations</i></p> <p>Group 1: Select ai from the second page of Animated Alphabet and watch the animation at least twice. While watching the animation a third time, invite learners to mute the software and try to repeat the phrase.</p> <p>Alternative: Provide this group with the following</p>



Day 1	Day 2	Day 3
		<p>Image Cards and Word Cards: jail, train, rain, nail. Learners will match the corresponding image and word cards, then write the words in their notebook. For extra practice, learners can segment the new words, then blend them together to read aloud.</p> <p>Group 2: Learners will take turns playing “teacher” and read words aloud to their peers. The rest of the group will have to try and spell out the words as they are called. Consider using these words: train, snail, rain, nail.</p> <p>Group 3: Learners complete the Vowel Teams ai Placemat activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

Vowel Teams & Alphabet Song

Day 1	Day 2	Day 3
<p>Animated Alphabet</p>  <p>Vowel Teams ea/ee Introduction/Warm-up</p> <p><u>Software:</u> Select EE from the second page of Animated Alphabet and have the</p>	<p>Animated Alphabet</p>  <p>Vowel Team oa Introduction/Warm-up</p> <p><u>Software:</u> Select OA from the second page of Animated Alphabet and have the</p>	<p>Alphabet Song</p>  <p>Vowel Team oa Introduction/Warm-up</p> <p><u>Software:</u> Select Alphabet Song (level 3, karaoke, and ABC, capital letters). The</p>



Day 1	Day 2	Day 3
<p>learners watch the animation once and listen carefully to the repeating sound. Ask if learners can recall any words from the phrase: “Dee the bee can see the tree flying free”.</p> <p>Select EA from the second page of Animated Alphabet and have the learners watch the animation once and listen carefully to the repeating sound. Ask if learners can recall any words from the phrase: “Bea the flea drinks tea by the sea.”</p> <p>Bring the learners attention to the new EE and EA sound. Even though they sound the same, they are spelled differently.</p> <p><u>Without Software:</u> Write the two phrases from the software on the board. Have learners come to the board and circle or underline the vowel team and say the sound.</p> <p>Read the phrases aloud at least twice and ask for volunteers to read aloud before asking the class to read it together.</p> <p>Bring the learners attention to the new EE and EA sound. Even though they sound the same, they are spelled differently.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct learners to watch the EE and EA animation in Animated</p>	<p>learners watch the animation once and listen carefully to the repeating sound. Ask if learners can recall any words from the phrase: “The goat made a boat from its coat, will it float?”.</p> <p>Ask learners the vowel sound they hear in the following words: goat, boat, coat, and float.</p> <p>Ask learners if they can recall the vowel team rule. Remind learners that when two vowels go walking, the first one does the talking and says its name.</p> <p><u>Without Software:</u> Write the phrase from the software on the board and ask for a volunteer to come up to the board and identify the vowel team. Review the words in the phrase and complete the following “What am I?” activity:</p> <ul style="list-style-type: none"> • “You wear me when it is cold and raining outside, what am I?” If learners don’t know then tell them, it’s <i>coat</i>. Ask learners to repeat the words twice. • “I live on a farm and make the sound may-aa, may-aa, what am I?”. If learners can’t then tell them, It’s <i>goat</i>. Invite learners to repeat after you. • “I travel over the river and I float, what am I?” The word is <i>boat</i>. Invite learners to repeat after you. • The next word is something that a boat 	<p>class sings the “Alphabet Song”. For extra practice:</p> <ul style="list-style-type: none"> • Ask only the girls to sing; • Ask only the boys to sing; • Only learners that have a name that start with A, H, or S sing, etc. • Organize two groups to alternate after each letter. Group 1 chants A, Group 2 chants B, Group 1 chants C, Group 2 chants D, etc. • Have the entire group sing slowly and set the beat by clapping. (This is a great opportunity to listen for errors). <p>Introduce learners to the final vowel team: UE. Use the three Image Cards for this vowel team: blue, glue and tissue. As a class, identify the sound the vowel team makes.</p> <p><u>Without Software:</u> Show learners the following Image Cards and ask what the picture represents: blue, glue, tissue. Learners will participate in a think, pair, share activity where learners will discover the repeating vowel team from the Image Cards. Show learners the images again, this time with the corresponding Word Card. Ask children to remain working with the same group and discover the pattern they can see in the words.</p> <p style="text-align: center;"><i>Learning Stations</i></p>



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<p>Alphabet at least twice each. Instruct learners to repeat the phrase and count the number of times they hear the vowel team in each animation.</p> <p>Alternative: Write the two phrases from the software on the board and have learners read aloud the phrase, circle or underline the vowel team and write the phrases in their workbooks.</p> <p>Group 2: Learners will take turns playing “teacher” and read words aloud to their peers. The rest of the group will have to try and spell out the words as they are called. Consider using these words: eat, tea, sea, pea, read, bead, meat, bee, deep, feel, feet, freeze, green, jeep, meet, see, sheep, sleep, tree.</p> <p>Group 3: Learners complete the Vowel Teams ea Placemat & ee Placemat activities.</p>	<p>does.” When we go on a boat, it doesn’t sink, what do I do?” The word is <i>float</i>. Repeat this phrase several times in different ‘voices’ e.g. loudly, quietly, quickly, slowly, high pitched, low pitched, etc.</p> <p style="text-align: center;"><i>Learning Stations</i></p> <p>Group 1: Instruct learners to watch the OA animation in Animated Alphabet at least twice each. Instruct learners to repeat the phrase and count the number of times they hear the vowel team in the animation.</p> <p>Alternative: Write the phrase from the software on the board and have learners read aloud the phrase, circle or underline the vowel team and write the phrases in their workbooks.</p> <p>Group 2: Learners will take turns playing “teacher” and read words aloud to their peers. The rest of the group will have to try and spell out the words as they are called. Consider using these words: boat, coal, coat, float, foam, goal and goat.</p> <p>Group 3: Learners complete the Vowel Team oa Placemat Activity.</p>	<p>Group 1: Learners select Alphabet Song (level 3, karaoke, and abc, small letters). Learners follow along on the screen and sing the “Alphabet Song”. The second time, learners select capital letters.</p> <p>Alternative: Learners order small letters using the Alphabet Cards from A-Z.</p> <p>Group 2: Learners will take turns playing “teacher” and read words aloud to their peers. The rest of the group will have to try and spell out the words as they are called. Consider using these words: blue, due, glue, and tissue.</p> <p>Group 3: Learners complete the Vowel Team ue Placemat Activity.</p> <p><i>Teacher Note: Please review the placemats and other written activities to identify learners who may be struggling. If they are struggling, consider pulling these learners aside to review concepts before moving on to the next lesson.</i></p>

