



# Emergent Literacy

## Alphabetic Knowledge and Phonological Awareness

### Pre-K Instructional Period 1

Alphabetic Knowledge/Writing	
Guidelines	Resources
<p>A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>C.1 Child writes own name (first name or frequent nickname) using legible letters in proper sequence</p>	<ul style="list-style-type: none"> <li>• Grip (5 days)-HWT - (pg. 28-29)</li> <li>• Mat Man-HWT (pg.36-41)</li> <li>• Wood Pieces Vocab. HWT(pg.84-88)</li> <li>• <a href="#">Name Writing Ideas</a> (Adapt to weekly theme)</li> </ul> <p><b>Spanish O, I</b></p>
<p>A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>C.1. Child writes own name (first or frequent nickname) using legible letters in proper sequence</p>	<ul style="list-style-type: none"> <li>• Strokes-HWT (5-9)</li> <li>• Use magnetic letters, stamps, or plastic letters to build name</li> <li>• Use sensory materials such as gel bags, shaving cream or sand</li> <li>• Name strips and have dry erase markers to practice name daily</li> </ul> <p><b>Spanish U, E</b></p>
<p>A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <ul style="list-style-type: none"> <li>• Child engages in free drawing and writing activities</li> </ul> <p>C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence</p> <p>C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <ul style="list-style-type: none"> <li>• Child writes spontaneously or copying letters from word walls or write the room</li> </ul> <p>C.3 Child independently uses letters to make words or parts of words.</p> <ul style="list-style-type: none"> <li>• Write the room</li> <li>• Writes and shares simple words</li> <li>• Attempts and shares complex words</li> </ul> <p>C. 4. Child uses appropriate directionality when writing (top to bottom, left to right).</p> <ul style="list-style-type: none"> <li>• Writes starting on the left side of the paper and progresses to the right</li> <li>• Writes more or less in a horizontal line</li> </ul>	<p><b>Letters M, A Spanish M, A</b></p> <ul style="list-style-type: none"> <li>• HWT (Pg. 119)</li> <li>• Song: Where Do You Start Your Letters?</li> <li>• HWT Wet Dry Try on chalkboard or HWT app</li> <li>• HWT Roll a Dough</li> <li>• HWT Magnetic stamp and see screen</li> <li>• HWT wood pieces</li> <li>• Use magnetic letters, stamps, or plastic letters</li> <li>• Use sensory materials such as gel bags, shaving cream or sand</li> <li>• Laminate name strips and have dry erase markers</li> <li>• Journals</li> <li>• Encourages child to connect meaning to her drawing by asking what she wrote</li> <li>• Model formation of letters and talk about the features of the letters as you write</li> <li>• Provide a variety of materials to practice writing, such as sand, shaving cream</li> </ul>

<p>C.1. Child names at least 20 upper and at least 20 lower case letter in the language of instruction</p> <ul style="list-style-type: none"> <li>Names letters on name cards, posters, books and signs</li> <li>Manipulate letters in a variety of ways</li> </ul> <p>C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <ul style="list-style-type: none"> <li>Introduces in a meaningful way all the sounds letters make</li> </ul>	<p>and finger paint</p> <ul style="list-style-type: none"> <li>Supply classroom writing center with picture word cards such as name cards, environmental print, children's names and targeted vocabulary across disciplines</li> <li>Create interactive word wall</li> <li>Read aloud a variety of alphabet books</li> <li>Give the child many opportunities to say the names of letters</li> <li>Have child match plastic letters to an alphabet array or mat</li> <li>I spy using the letter sound</li> <li>Engage child in interactive writing modeling saying words slowly and matching sound to letter being written</li> <li><a href="#">Environmental Print Book</a></li> <li><a href="#">Busy Busy Bumblebee</a></li> <li><a href="#">I Know an Old Lady Who...</a></li> <li><a href="#">ABC Lego lowercase</a></li> <li><a href="#">ABC Lego Uppercase</a></li> <li><a href="#">Alphabet Bracelets and Crowns</a></li> </ul>
<p>See guidelines above</p>	<p><b>Letters P, S Spanish P, S</b></p> <ul style="list-style-type: none"> <li>See Activities above</li> </ul>
<p><b><i>Phonological Awareness</i></b></p>	
<p><b><u>Guidelines</u></b></p>	<p><b><u>Resources (CLI)</u></b></p>
<p>B.1. Child separates a normally spoken four-word sentence into individual words.</p> <ul style="list-style-type: none"> <li>Repeats a sentence spoken by the teacher, stepping forward as the word he is assigned is spoken in the sentence.</li> <li>Says (and repeats) a sentence so she has the sentence in her head, segments each word one from the other using objects, fingers, or even bodies to stand for each individual word in the sentence (as one child says, "I like petting dogs," he holds up a finger or moves a counter for each word as it is said.</li> </ul> <p><u>Spanish:</u>  C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<ul style="list-style-type: none"> <li>Picture Letter Word game- pg. 405</li> <li>Introducing Concept of Sentence Segmenting- pg.134</li> <li>How Many Words in a Sentence- pg. 134</li> <li><a href="#">Bounce a Word</a> - pg. 135</li> <li><a href="#">Beanbag Toss</a></li> <li><a href="#">Counting Words Transition</a></li> <li><a href="#">Egg-cellent Sentence Segmenting</a></li> <li><a href="#">Hearing Words in Sentences</a></li> <li><a href="#">Listening for Words- Introduction</a></li> <li><a href="#">Move to Words</a></li> <li><a href="#">Penny Drop</a></li> <li><a href="#">Sentence Hopscotch</a></li> <li><a href="#">Sentence Line-Up</a></li> <li><a href="#">Sentence Segmenting</a></li> <li><a href="#">Sentence Snap</a></li> <li><a href="#">Word Squares</a></li> <li><a href="#">Word Toss</a></li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Estrellitas</a></li> </ul>
<p>B.2. Child combines words to make a compound word.</p> <ul style="list-style-type: none"> <li>● Creates a new word by putting two words together to make compound words (“dog” + “house” = “doghouse”; <b>Spanish examples:</b> “lava” + “manos” = “lavamanos”; “arco” + “iris” = “arcoiris”</li> <li>● Uses picture cards to create compound words.</li> <li>● Makes compound words by responding with a second part after the teacher has provided the first part.</li> <li>● Names the two words that are said when prompted by the teacher.</li> </ul> <p><u>Spanish:</u>  <b>C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Making Compound Words</a></li> <li>● <a href="#">Putting Together Compound Words</a></li> <li>● <a href="#">Two Words Make One</a></li> <li>● <a href="#">Two Words Make One-Practice</a></li> <li>● <a href="#">Palabras Compuestas</a></li> <li>● <a href="#">Compound Words</a></li> <li>● <a href="#">Compound Word flaps</a></li> <li>● <a href="#">Estrellitas</a></li> </ul>
<p>B.3 Child deletes a word from a compound word.</p> <ul style="list-style-type: none"> <li>● Takes compound words apart by deleting either the first or second part and stating the word that is left (e.g., “sunflower” - “sun” = “flower”; <b>Spanish:</b> “arcoiris” - “arco” = “iris.”</li> </ul> <p><u>Spanish:</u>  <b>C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Compound Words</a></li> <li>● <a href="#">TPT Palabras compuestas</a></li> <li>● <a href="#">Palabras compuestas</a></li> <li>● <a href="#">Breaking Apart Compound Words</a></li> <li>● <a href="#">Word Take Away</a></li> <li>● <a href="#">Word Take Away Practice</a></li> <li>● <a href="#">Compound Word flaps</a></li> <li>● <a href="#">Estrellita</a></li> </ul>
<p>B.4. Child blends syllables into words.</p> <ul style="list-style-type: none"> <li>● Claps with the teacher as they say children’s names together, segmenting the parts.</li> <li>● Combines two syllables together to say a word (e.g., “pa” + “per” = “paper”; <b>Spanish:</b> “pa” + “pel” = “papel.”</li> <li>● Provides second syllable of theme-related objects when the teacher says the first syllable, then entire word (teacher says “buck”; child says “et” = “bucket”).</li> <li>● Claps the syllables in her own name, and classmates’ names.</li> <li>● Hears a familiar word (up to three syllables) and claps the syllables.</li> <li>● Hears a classmate’s name segmented and blends it back together.</li> </ul> <p><u>Dual Language:</u>  <b>C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</b></p>	<ul style="list-style-type: none"> <li>● Models clapping one time for each syllable in children’s names</li> <li>● Models putting pictures of familiar two-syllable objects cut into two pieces together to form a form</li> <li>● Says the first syllable in a familiar two-syllable word and encourages children to fill in the second syllable</li> <li>● <a href="#">Syllables</a></li> <li>● <a href="#">More Syllables</a></li> <li>● <a href="#">Syllables</a></li> <li>● <a href="#">Introduction to Syllables</a></li> <li>● <a href="#">Blending Syllables into Words: Names</a></li> <li>● <a href="#">How Many Syllables in a Name</a></li> <li>● <a href="#">Blending Syllables into Words: Theme Words</a></li> <li>● <a href="#">Busy Busy Bumblebee</a></li> <li>● <a href="#">Beach Fun (change to theme)</a></li> <li>● <a href="#">Estrellita</a></li> </ul>

## Pre-K Instructional Period 2

<b>EMERGENT LITERACY</b> <b>Alphabetic Knowledge/Writing</b>	
<u>Guidelines</u>	<u>Resources</u>
<p>A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <ul style="list-style-type: none"> <li>● Child engages in free drawing and writing activities</li> </ul> <p>C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence</p> <p>C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <ul style="list-style-type: none"> <li>● Child writes spontaneously or copying letters from word walls or write the room</li> </ul> <p>C.3 Child independently uses letters to make words or parts of words.</p> <ul style="list-style-type: none"> <li>● Write the room</li> <li>● Writes and shares simple words</li> <li>● Attempts and shares complex words</li> </ul> <p>C. 4. Child uses appropriate directionality when writing (top to bottom, left to right).</p> <ul style="list-style-type: none"> <li>● Writes starting on the left side of the paper and progresses to the right</li> <li>● Writes more or less in a horizontal line</li> </ul> <p>C.1. Child names at least 20 upper and at least 20 lower case letter in the language of instruction</p> <ul style="list-style-type: none"> <li>● Names letters on name cards, posters, books and signs</li> <li>● Manipulate letters in a variety of ways</li> </ul> <p>C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <ul style="list-style-type: none"> <li>● Introduces in a meaningful way all the sounds letters make</li> </ul>	<p><b>Letters L, T Spanish L, T</b></p> <ul style="list-style-type: none"> <li>● HWT (Pg. 119)</li> <li>● Song: Where Do You Start Your Letters?</li> <li>● HWT Wet Dry Try on chalkboard or HWT app</li> <li>● HWT Roll a Dough</li> <li>● HWT Magnetic stamp and see screen</li> <li>● HWT wood pieces</li> <li>● Use magnetic letters, stamps, or plastic letters</li> <li>● Use sensory materials such as gel bags, shaving cream or sand</li> <li>● Laminate name strips and have dry erase markers</li> <li>● Journals</li> <li>● Encourages child to connect meaning to her drawing by asking what she wrote</li> <li>● Model formation of letters and talk about the features of the letters as you write</li> <li>● Provide a variety of materials to practice writing, such as sand, shaving cream and finger paint</li> <li>● Supply classroom writing center with picture word cards such as name cards, environmental print, children’s names and targeted vocabulary across disciplines</li> <li>● Create interactive word wall</li> <li>● Read aloud a variety of alphabet books</li> <li>● Give the child many opportunities to say the names of letters</li> <li>● Have child match plastic letters to an alphabet array or mat</li> <li>● I spy using the letter sound</li> <li>● Engage child in interactive writing modeling saying words slowly and matching sound to letter being written</li> <li>● <a href="#">Environmental Print Book</a></li> <li>● <a href="#">Busy Busy Bumblebee</a></li> <li>● <a href="#">I Know an Old Lady Who...</a></li> <li>● <a href="#">ABC Lego lowercase</a></li> <li>● <a href="#">ABC Lego Uppercase</a></li> <li>● <a href="#">Alphabet Bracelets and Crowns</a></li> </ul>
<p>See guidelines above</p>	<p><b>Letters D, I Spanish D, R</b></p> <ul style="list-style-type: none"> <li>● See Activities above</li> </ul>

See guidelines above	<b>Letters C, O Spanish C, C</b> <ul style="list-style-type: none"> <li>• See Activities above</li> </ul>
See guidelines above	<b>Letters N, F Spanish N, F</b> <ul style="list-style-type: none"> <li>• See Activities above</li> </ul>
<b>Phonological Awareness</b>	
<b>Guidelines</b>	<b>Resources</b>
<p>B.5. Child can segment a syllable from a word.</p> <ul style="list-style-type: none"> <li>• Hears the parts of two-syllable words and fills in the remaining syllable when the teacher asks what is left when the first syllable is removed (“ladder” - “ladd” = “ladder”; <b>Spanish: “cama” - “ca” = “ma”.</b></li> <li>• Chooses a theme-related object (with one to three syllables) and deletes the initial or final syllable from that word.</li> <li>• Participates in word games that focus on playing with syllables.</li> </ul> <p><b>Spanish</b> C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<ul style="list-style-type: none"> <li>• Provides pictures cut into three pieces of familiar three-syllable words, models, then engages child in practicing taking the pictures apart while saying the word aloud</li> <li>• <a href="#">Syllables</a></li> <li>• <a href="#">Syllables</a></li> <li>• <a href="#">Syllables</a></li> <li>• <a href="#">More Syllables</a></li> <li>• <a href="#">Syllables</a></li> <li>• <a href="#">Say the Last-Syllable Segmenting</a></li> <li>• <a href="#">Segmenting Syllables: Names</a></li> <li>• <a href="#">Segmenting Syllables: Theme Words</a></li> <li>• <a href="#">Snap Together Names</a></li> <li>• <a href="#">Syllable Shopping</a></li> <li>• <a href="#">Syllable Sort</a></li> <li>• <a href="#">Estrellita</a></li> </ul>
<p>B.7. Child can produce a word that begins with the same sound as a given pair of words.</p> <ul style="list-style-type: none"> <li>• Pairs pictures that begin with the same sound.</li> <li>• Identifies words in tongue twisters that begin with the same sounds.</li> <li>• Sorts objects into piles that begin with the same sounds.</li> <li>• Participates in word play games that focus on words that begin with the same sound (“Mappy Mirthday Moo Moo”).</li> </ul> <p><b>Spanish:</b> C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<ul style="list-style-type: none"> <li>• Provides common objects that children can name and sort into groups that begin with the same beginning sounds</li> <li>• <a href="#">Alphabet Crowns</a></li> <li>• <a href="#">Alphabet Sorts</a></li> <li>• <a href="#">Beginning Sounds</a></li> <li>• <a href="#">Initial Sounds</a></li> <li>• <a href="#">Letters</a></li> <li>• <a href="#">Magnetic Words</a></li> <li>• <a href="#">Same Sound Say</a></li> <li>• <a href="#">In the Bag</a></li> <li>• <a href="#">Introduction to Tongue Twisters</a></li> <li>• <a href="#">Same Sound Introduction</a></li> <li>• <a href="#">Same Sound Match</a></li> <li>• <a href="#">Say a Word that Sounds Like the Others</a></li> <li>• <a href="#">Think of a Word that Starts Like...</a></li> <li>• <a href="#">Tongue Twisters</a></li> <li>• <a href="#">Tongue Twisters Practice</a></li> <li>• <a href="#">Which Sound is Not Like the Others</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Alliterative Picture Book</a></li> <li>• <a href="#">Same Sound Clap</a></li> <li>• <a href="#">Estrellita</a></li> </ul>
<p>B.6. Child can recognize rhyming words.</p> <ul style="list-style-type: none"> <li>• Points to the picture that does not rhyme with the other two pictures.</li> <li>• Gives the pairs of words from a nursery rhyme that rhyme.</li> <li>• Identifies the words that rhyme in a read aloud book written in rhyme.</li> <li>• Identifies two objects out of a rhyming basket that rhyme.</li> <li>• Generates nonsense words that rhyme with a given word.</li> <li>• Participates in word play games that focus on making rhyming words (“Willoughby, Walloughby, Woo”; <a href="#">Spanish: tio, mio, sio</a>).</li> </ul> <p><a href="#">Spanish:</a> C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Rhyming</a></li> <li>• <a href="#">Rimas Rhyming Mats in Spanish</a></li> <li>• <a href="#">Rimas Infantiles Learningpatio.com</a></li> <li>• <a href="#">Another Word that Rhymes</a></li> <li>• <a href="#">Give Me a Rhyme</a></li> <li>• <a href="#">Listen for the Rhyming Words</a></li> <li>• <a href="#">Name Change Rhyme</a></li> <li>• <a href="#">Nursery Rhyme Time- Introduction</a></li> <li>• <a href="#">Nursery Rhyme Time- Practice</a></li> <li>• <a href="#">Pairs of Pictures</a></li> <li>• <a href="#">Rhyme Time Transition</a></li> <li>• <a href="#">Rhymes with...</a></li> <li>• <a href="#">Rhyming Basket-Introduction</a></li> <li>• <a href="#">Rhyming Basket- Practice</a></li> <li>• <a href="#">Rhyming Basket- Receptive</a></li> <li>• <a href="#">Rhyming Books, Poems, and Songs (Receptive)</a></li> <li>• <a href="#">Rhyming Word Detective</a></li> <li>• <a href="#">Rolling Rhymes</a></li> <li>• <a href="#">Wallaby Woo</a></li> <li>• Lakeshore Rhyming Buckets</li> <li>• <a href="#">Estrellita</a></li> </ul>
<p>B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <p><a href="#">Spanish:</a> C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p>B.5. Child can segment a syllable from a word.</p> <ul style="list-style-type: none"> <li>• Hears the parts of two-syllable words and fills in the remaining syllable when the teacher asks what is left when the first syllable is removed (“ladder” - “ladd” = “ladder”; <a href="#">Spanish: “cama” - “ca” = “ma”</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Displays pictures or objects and has child point to or select picture/object that teacher says with a pause between onset/rime</li> <li>• Onset Rime Chant (Pg. 144)</li> <li>• Who Did you Catch? (Pg.145)</li> <li>• <a href="#">Hear It All</a></li> <li>• <a href="#">Mystery Animal</a></li> <li>• <a href="#">Mystery Animal Practice</a></li> <li>• <a href="#">Name the Animal</a></li> <li>• <a href="#">Going on a Picnic</a></li> <li>• <a href="#">Going on a Picnic Practice</a></li> <li>• <a href="#">It's In the Mail</a></li> <li>• <a href="#">Grocery Shopping</a></li> <li>• <a href="#">Onset and Rime Action Words</a></li> <li>• <a href="#">What's the Word</a></li> <li>• <a href="#">What's the Word Practice</a></li> <li>• <a href="#">Estrellitas</a></li> </ul>

## Pre-K Instructional Period 3

### EMERGENT LITERACY Alphabetic Knowledge/Writing

Guidelines	Resources
<p>A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <ul style="list-style-type: none"> <li>Child engages in free drawing and writing activities</li> </ul> <p>C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence</p> <p>C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <ul style="list-style-type: none"> <li>Child writes spontaneously or copying letters from word walls or write the room</li> </ul> <p>C.3 Child independently uses letters to make words or parts of words.</p> <ul style="list-style-type: none"> <li>Write the room</li> <li>Writes and shares simple words</li> <li>Attempts and shares complex words</li> </ul> <p>C. 4. Child uses appropriate directionality when writing (top to bottom, left to right).</p> <ul style="list-style-type: none"> <li>Writes starting on the left side of the paper and progresses to the right</li> <li>Writes more or less in a horizontal line</li> </ul> <p>C.1. Child names at least 20 upper and at least 20 lower case letter in the language of instruction</p> <ul style="list-style-type: none"> <li>Names letters on name cards, posters, books and signs</li> <li>Manipulate letters in a variety of ways</li> </ul> <p>C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <ul style="list-style-type: none"> <li>Introduces in a meaningful way all the sounds letters make</li> </ul>	<p><b>Letters B, H Spanish B, J</b></p> <ul style="list-style-type: none"> <li>HWT (Pg. 119)</li> <li>Song: Where Do You Start Your Letters?</li> <li>HWT Wet Dry Try on chalkboard or HWT app</li> <li>HWT Roll a Dough</li> <li>HWT Magnetic stamp and see screen</li> <li>HWT wood pieces</li> <li>Use magnetic letters, stamps, or plastic letters</li> <li>Use sensory materials such as gel bags, shaving cream or sand</li> <li>Laminate name strips and have dry erase markers</li> <li>Journals</li> <li>Encourages child to connect meaning to her drawing by asking what she wrote</li> <li>Model formation of letters and talk about the features of the letters as you write</li> <li>Provide a variety of materials to practice writing, such as sand, shaving cream and finger paint</li> <li>Supply classroom writing center with picture word cards such as name cards, environmental print, children’s names and targeted vocabulary across disciplines</li> <li>Create interactive word wall</li> <li>Read aloud a variety of alphabet books</li> <li>Give the child many opportunities to say the names of letters</li> <li>Have child match plastic letters to an alphabet array or mat</li> <li>I spy using the letter sound</li> <li>Engage child in interactive writing modeling saying words slowly and matching sound to letter being written</li> <li><a href="#">Environmental Print Book</a></li> <li><a href="#">Busy Busy Bumblebee</a></li> <li><a href="#">I Know an Old Lady Who...</a></li> <li><a href="#">ABC Lego lowercase</a></li> <li><a href="#">ABC Lego Uppercase</a></li> <li><a href="#">Alphabet Bracelets and Crowns</a></li> </ul>
See guidelines above	<p><b>Letters G, E Spanish G, G</b></p> <ul style="list-style-type: none"> <li>See Activities above</li> </ul>
See guidelines above	<p><b>Letters J, R Spanish Ch, Ñ</b></p> <ul style="list-style-type: none"> <li>See Activities above</li> </ul>

See guidelines above	<b>Letters V, Q Spanish V,II</b> <ul style="list-style-type: none"> <li>• See Activities above</li> </ul>
<b>Phonological Awareness</b>	
<b>Guidelines</b>	<b>Resources</b>
Review all guidelines from periods 1 and 2 B.1 to B.8	See Activities from Periods 1 and 2
<p>B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <ul style="list-style-type: none"> <li>• Selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says “r” + “ug,” child selects the picture of the rug.</li> <li>• Sorts objects by all that begin with a given onset, like pan and pie;</li> </ul> <p><b>Spanish:</b></p> <p>C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p>B.5. Child can segment a syllable from a word.</p> <ul style="list-style-type: none"> <li>• Hears the parts of two-syllable words and fills in the remaining syllable when the teacher asks what is left when the first syllable is removed (“ladder” - “ladd” = “ladder”; <b>Spanish: “cama” - “ca” = “ma”.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Displays pictures or objects and has child point to or select picture/object that teacher says with a pause between onset/rime</li> <li>• Onset Rime Chant (Pg. 144)</li> <li>• Who Did you Catch? (Pg.145)</li> <li>• <a href="#">Hear It All</a></li> <li>• <a href="#">Mystery Animal</a></li> <li>• <a href="#">Mystery Animal Practice</a></li> <li>• <a href="#">Name the Animal</a></li> <li>• <a href="#">Going on a Picnic</a></li> <li>• <a href="#">Going on a Picnic Practice</a></li> <li>• <a href="#">It's In the Mail</a></li> <li>• <a href="#">Grocery Shopping</a></li> <li>• <a href="#">Onset and Rime Action Words</a></li> <li>• <a href="#">What's the Word</a></li> <li>• <a href="#">What's the Word Practice</a></li> <li>• <a href="#">Estrellitas</a></li> </ul>
<p>B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</p> <ul style="list-style-type: none"> <li>• selects a picture and says the letter sounds for the word (“k” + “e” = key; “b” + “e” = bee ; “n” + “e” = knee) in <b>Spanish selects a picture and the letter sounds for the word (“s” + “o” + “l” = sol; “p” + “e” + “s” = pez).</b></li> <li>• models using pictures to identify and blend phonemes into words.</li> <li>• displays pictures and has the child blend the phonemes to make the word.</li> <li>• models blending phonemes to produce one syllable words and has child practice.</li> </ul> <p>C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Mystery Bag</a></li> <li>• <a href="#">Say It, Move It</a></li> <li>• <a href="#">Say the Word</a></li> <li>• <a href="#">Secret Word Game</a></li> <li>• <a href="#">Estrellita</a></li> </ul>
<p>B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</p> <ul style="list-style-type: none"> <li>• selects a picture and says the letter sounds for the word (“k” + “e” = key; “b” + “e” = bee ; “n” + “e” = knee) in <b>Spanish selects a picture and the letter sounds for the word (“s” + “o” + “l” = sol; “p” + “e” + “s” = pez).</b></li> <li>• models using pictures to identify and blend phonemes into words.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Mystery Bag</a></li> <li>• <a href="#">Say It, Move It</a></li> <li>• <a href="#">Say the Word</a></li> <li>• <a href="#">Secret Word Game</a></li> <li>• <a href="#">Estrellita</a></li> </ul>



- displays pictures and has the child blend the phonemes to make the word.
  - models blending phonemes to produce one syllable words and has child practice.
- C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.

## Pre-K Instructional Period 4

EMERGENT LITERACY Alphabetic Knowledge/Writing	
<u>Guidelines</u>	<u>Resources</u>
<p>A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <ul style="list-style-type: none"> <li>• Child engages in free drawing and writing activities</li> </ul> <p>C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence</p> <p>C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <ul style="list-style-type: none"> <li>• Child writes spontaneously or copying letters from word walls or write the room</li> </ul> <p>C.3 Child independently uses letters to make words or parts of words.</p> <ul style="list-style-type: none"> <li>• Write the room</li> <li>• Writes and shares simple words</li> <li>• Attempts and shares complex words</li> </ul> <p>C. 4. Child uses appropriate directionality when writing (top to bottom, left to right).</p> <ul style="list-style-type: none"> <li>• Writes starting on the left side of the paper and progresses to the right</li> <li>• Writes more or less in a horizontal line</li> </ul> <p>C.1. Child names at least 20 upper and at least 20 lower case letter in the language of instruction</p> <ul style="list-style-type: none"> <li>• Names letters on name cards, posters, books and signs</li> <li>• Manipulate letters in a variety of ways</li> </ul> <p>C.2 Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <ul style="list-style-type: none"> <li>• Introduces in a meaningful way all the sounds letters make</li> </ul>	<p><b>Letters K, W Spanish K, W</b></p> <ul style="list-style-type: none"> <li>• HWT (Pg. 119)</li> <li>• Song: Where Do You Start Your Letters?</li> <li>• HWT Wet Dry Try on chalkboard or HWT app</li> <li>• HWT Roll a Dough</li> <li>• HWT Magnetic stamp and see screen</li> <li>• HWT wood pieces</li> <li>• Use magnetic letters, stamps, or plastic letters</li> <li>• Use sensory materials such as gel bags, shaving cream or sand</li> <li>• Laminate name strips and have dry erase markers</li> <li>• Journals</li> <li>• Encourages child to connect meaning to her drawing by asking what she wrote</li> <li>• Model formation of letters and talk about the features of the letters as you write</li> <li>• Provide a variety of materials to practice writing, such as sand, shaving cream and finger paint</li> <li>• Supply classroom writing center with picture word cards such as name cards, environmental print, children’s names and targeted vocabulary across disciplines</li> <li>• Create interactive word wall</li> <li>• Read aloud a variety of alphabet books</li> <li>• Give the child many opportunities to say the names of letters</li> <li>• Have child match plastic letters to an alphabet array or mat</li> </ul>

	<ul style="list-style-type: none"> <li>• I spy using the letter sound</li> <li>• Engage child in interactive writing modeling saying words slowly and matching sound to letter being written</li> <li>• <a href="#">Environmental Print Book</a></li> <li>• <a href="#">Busy Busy Bumblebee</a></li> <li>• <a href="#">I Know an Old Lady Who...</a></li> <li>• <a href="#">ABC Lego lowercase</a></li> <li>• <a href="#">ABC Lego Uppercase</a></li> <li>• <a href="#">Alphabet Bracelets and Crowns</a></li> </ul>
See guidelines above	<p><b>Letters U, X Spanish Q, Z</b></p> <ul style="list-style-type: none"> <li>• See Activities above</li> </ul>
See guidelines above	<p><b>Letters Y, Z Spanish Y, H, X</b></p> <ul style="list-style-type: none"> <li>• See Activities above</li> </ul>
See guidelines above	<p><b>Letters - Review All Spanish Review All</b></p> <ul style="list-style-type: none"> <li>• See Activities above</li> </ul>
<b>Phonological Awareness</b>	
<b>Guidelines</b>	<b>Resources</b>
<p>B.6. Child can recognize rhyming words. <b>(Generate)</b></p> <ul style="list-style-type: none"> <li>• points to the picture that does not rhyme with the other two pictures.</li> <li>• gives the pairs of words from a nursery rhyme that rhyme.</li> <li>• identifies the words that rhyme in a read aloud book written in rhyme.</li> <li>• identifies two objects out of a rhyming basket that rhyme.</li> <li>• <b>generates</b> nonsense words that rhyme with a given word.</li> <li>• participates in word play games that focus on making rhyming words (“Willoughby, Walloughby, Woo”; <b>in Spanish: tío, mío, sío</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Rhyming</a></li> <li>• <a href="#">Rimas Rhyming Mats in Spanish</a></li> <li>• <a href="#">Rimas Infantiles Learningpatio.com</a></li> <li>• <a href="#">Another Word that Rhymes</a></li> <li>• <a href="#">Give Me a Rhyme</a></li> <li>• <a href="#">Listen for the Rhyming Words</a></li> <li>• <a href="#">Name Change Rhyme</a></li> <li>• <a href="#">Nursery Rhyme Time- Introduction</a></li> <li>• <a href="#">Nursery Rhyme Time- Practice</a></li> <li>• <a href="#">Pairs of Pictures</a></li> <li>• <a href="#">Rhyme Time Transition</a></li> <li>• <a href="#">Rhymes with...</a></li> <li>• <a href="#">Rhyming Basket-Introduction</a></li> <li>• <a href="#">Rhyming Basket- Practice</a></li> <li>• <a href="#">Rhyming Basket- Receptive</a></li> <li>• <a href="#">Rhyming Books, Poems, and Songs (Receptive)</a></li> <li>• <a href="#">Rhyming Word Detective</a></li> <li>• <a href="#">Rolling Rhymes</a></li> <li>• <a href="#">Wallaby Woo</a></li> <li>• Lakeshore Rhyming Buckets</li> <li>• <b>Estrellita</b></li> </ul>

<p>B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.</p> <ul style="list-style-type: none"> <li>• Selects the appropriate picture from several pictures when the teacher says a word segmented between the onset and rime (e.g., when shown several pictures, and adult says “r” + “ug,” child selects the picture of the rug.</li> <li>• Sorts objects by all that begin with a given onset, like pan and pie;</li> </ul> <p><u>Spanish:</u></p> <p>C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p>B.5. Child can segment a syllable from a word.</p> <ul style="list-style-type: none"> <li>• Hears the parts of two-syllable words and fills in the remaining syllable when the teacher asks what is left when the first syllable is removed (“ladder” - “ladd” = “ladder”; <b>Spanish:</b> “cama” - “ca” = “ma”.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays pictures or objects and has child point to or select picture/object that teacher says with a pause between onset/rime</li> <li>• Onset Rime Chant (Pg. 144)</li> <li>• Who Did you Catch? (Pg.145)</li> <li>• <a href="#">Hear It All</a></li> <li>• <a href="#">Mystery Animal</a></li> <li>• <a href="#">Mystery Animal Practice</a></li> <li>• <a href="#">Name the Animal</a></li> <li>• <a href="#">Going on a Picnic</a></li> <li>• <a href="#">Going on a Picnic Practice</a></li> <li>• <a href="#">It's In the Mail</a></li> <li>• <a href="#">Grocery Shopping</a></li> <li>• <a href="#">Onset and Rime Action Words</a></li> <li>• <a href="#">What's the Word</a></li> <li>• <a href="#">What's the Word Practice</a></li> <li>• <a href="#">Estrellitas</a></li> </ul>
<p>B.7. Child can produce a word that begins with the same sound as a given pair of words.</p> <ul style="list-style-type: none"> <li>• Pairs pictures that begin with the same sound.</li> <li>• Identifies words in tongue twisters that begin with the same sounds.</li> <li>• Sorts objects into piles that begin with the same sounds.</li> <li>• Participates in word play games that focus on words that begin with the same sound (“Mappy Mirthday Moo Moo”).</li> </ul> <p><u>Spanish:</u></p> <p>C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p>	<ul style="list-style-type: none"> <li>• Provides common objects that children can name and sort into groups that begin with the same beginning sounds</li> <li>• <a href="#">Alphabet Crowns</a></li> <li>• <a href="#">Alphabet Sorts</a></li> <li>• <a href="#">Beginning Sounds</a></li> <li>• <a href="#">Initial Sounds</a></li> <li>• <a href="#">Letters</a></li> <li>• <a href="#">Magnetic Words</a></li> <li>• <a href="#">Same Sound Say</a></li> <li>• <a href="#">In the Bag</a></li> <li>• <a href="#">Introduction to Tongue Twisters</a></li> <li>• <a href="#">Same Sound Introduction</a></li> <li>• <a href="#">Same Sound Match</a></li> <li>• <a href="#">Say a Word that Sounds Like the Others</a></li> <li>• <a href="#">Think of a Word that Starts Like...</a></li> <li>• <a href="#">Tongue Twisters</a></li> <li>• <a href="#">Tongue Twisters Practice</a></li> <li>• <a href="#">Which Sound is Not Like the Others</a></li> <li>• <a href="#">Alliterative Picture Book</a></li> <li>• <a href="#">Same Sound Clap</a></li> <li>• <a href="#">Estrellita</a></li> </ul>
<p>Phonological Awareness Review - teacher may review needed skills or move into kindergarten PA skills</p>	<p>See above activities</p>