Teacher's Chide Literacy

Welcome Educators

Thank you for participating in the PBS Kids Project. You probably already know that reading to children, talking to them, playing with language, and providing them with hands-on opportunities to explore their worlds promotes healthy development. But did you know that research also shows young children can learn when these kinds of activities are supplemented with media like TV programs and computer games? This ten-week curriculum is designed to build young children's early literacy foundation through active viewing of research-based videos, interactive computer games, and hands-on early literacy activities.

The television episodes and segments, computer games, and hands-on activities that you will facilitate each week will build four fundamental skills that are essential to early literacy development:

LETTER NAMES

To become proficient readers, children need to be able to distinguish the letters of the alphabet.

CONCEPTS OF **PRINT**

Children must learn that print has form and carries meaning. For example, in English, print is read from left to right and words are strings of letters separated by spaces.

LETTER **SOUNDS**

Learning to read requires that children connect letters with their sounds.

READING COMPREHENSION

To comprehend what they read, children must draw on their own knowledge, concepts, and vocabulary.

About the TV Programs

The curriculum uses video clips and other materials from three different PBS television programs.



Super Why!

The full television episodes used for this project are from a new PBS Kids series, *Super Why!*. Each 24-minute episode takes place in Storybook Village, home to popular fairytale characters. The main characters in the program are Red from *Little Red Riding Hood*, Pig from *The Three Little Pigs*, Princess from *The Princess and the Pea*, and Whyatt, the curious younger brother of Jack from *Jack and the Beanstalk*. In every episode, one of the friends encounters a problem with another Storybook Village character. To solve the problem, the friends transform themselves from everyday children into literacy-powered super heroes: Alpha Pig with Alphabet Power, Wonder Red with Word Power, Princess Pea with Spelling Power, and *Super Why!* with the Power to Read. Your students also participate by becoming Super Me with the Power to Help! Using their super powers, the Super Readers fly inside of a book and figure out the answer to their problem.



Sesame Street

Sesame Street has been a staple of PBS children's programming for nearly 40 years. Episodes teach letters and numbers, but also strive to foster imagination, build social skills, and model respect for people's differences. For this curriculum we have selected segments from Sesame Street that focus on letter names and letter sounds.



Between the Lions

Between the Lions premiered in April 2000 and is designed to foster the literacy skills of its viewers and show the joys of reading. Each episode aims to give young children some of the experiences they need in order to become successful readers. For this curriculum we have selected segments of Between the Lions that focus on concepts of print.

For more information on early literacy, please see the Project Rationale at the end of this guide.

Weekly Activities

In the following sections, you will find scripts and activities for each of the 10 weeks of the curriculum. The activities are designed to be simple and repetitive because children need to see letters and hear their sounds many times in many different situations in order to learn them. The content changes from week to week but many activities remain the same so children have a familiar routine to follow. Below is an overview of the activities you will be doing with your students each week.

ACTIVITY

WARM-UP

(5-10 minutes`

Whole Class

Warm-ups are brief and designed to motivate interest and excitement in the *Super Why!* episodes. Any words or concepts that may be unfamiliar to the children are discussed during the warm-up. New letters are presented and previously presented letters are reviewed before viewing the DVD.

EPISODE VIEWING

(35 minutes)

Whole Class

As you view the *Super Why!* episode with the children, **Pause** prompts will direct you to stop the DVD at key points to reinforce their understanding of new concepts and keep them actively engaged in the viewing. During these times, you will ask the children questions and lead them in hands-on activities.

FOCUSED VIEWING

(20 minutes)

Whole Class

In addition to the Super Why! episodes, each week your class will view a montage of targeted clips from Super Why!, Sesame Street and Between the Lions. During these viewings, you will facilitate more interactive activities similar to those you will be doing during the the Episode Viewing.

HANDS-ON FOLLOW- UP ACTIVITIES

(20 minutes)

Whole Class or Small Groups

Large and small group activities will further reinforce new concepts presented each week. Large group activities such as read-alouds and group games are designed for whole class participation. Small Group activities such as collage making, independent reading, and letter sorting are center activities that should be offered simultaneously to allow the children to make choices among the activities. During all of the small group activities, children should be free to use the materials in any way they choose, but you may use the script prompts to guide and support their learning.

COMPUTER GAMES

(10 minutes)

Individually/Pairs

In addition to videos, the children will also be exposed to Computer Games to reinforce key concepts. Most weeks there will be a choice of two games. The games can be made available to the whole class, but the children selected for the study will play at least one of the games once a week for a total of 10 minutes.

QUICK REVIEW

(5 minutes)

Whole Class

Each week you will quickly review and reinforce all of the letters learned. This whole group activity remains the same for all ten weeks with some variation.

Schedule

This curriculum will be most effective if you schedule the activities to happen on the same day each week. Our recommended schedule and two alternatives are provided below.

Monday	Tuesday	Wednesday	Thursday	Friday
Warm-Up	Focused Viewing	Computer Games	Focused Viewing	Computer Games
(5 minutes)	(20 minutes)	(10 minutes for each child)	(20 minutes)	(10 minutes)
Episode Viewing	Hands-on Follow-		Hands-on Follow-	Quick Review
(35 minutes)	up Activity		up Activity	(10 minutes)
	(20 minutes)		(20 minutes)	
Hands-on Follow-				
up Activity				
(20 minutes)				

Alternate A

Monday	Tuesday	Wednesday	Thursday	Friday
Warm-Up (5 minutes)	Focused Viewing (20 minutes)		Computer Games (10 minutes for each child)	Focused Viewing (20 minutes)
Episode Viewing (35 minutes)	Hands-on Follow- up Activity (20 minutes)			Hands-on Follow- up Activity (20 minutes)
Hands-on Follow- up Activity (20 minutes)				Quick Review (10 minutes)

Alternate B

Monday	Tuesday	Wednesday	Thursday	Friday
Warm-Up (5 minutes)	Focused Viewing (20 minutes)	Computer Games (10 minutes for each child)	Focused Viewing (20 minutes)	
Episode Viewing (35 minutes)	Hands-on Follow- up Activity (20 minutes)		Hands-on Follow- up Activity (20 minutes)	
Hands-on Follow- up Activity (20 minutes)			Quick Review (10 minutes)	

Using this Guide

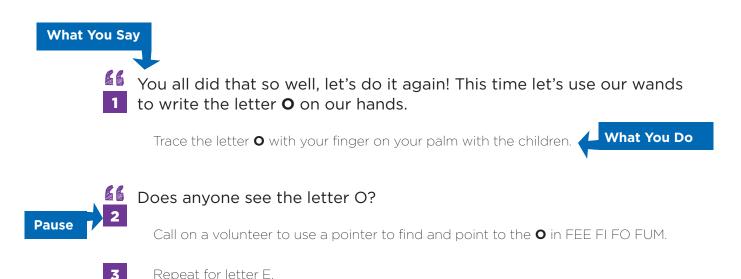
We have divided this guide into weekly units (10), each of which provides one or two activities for you to undertake each day of the week (labeled 1-5). Each activity is titled with some or all of the following information.



Short scripts are provided to help you lead students through the activities.

- What you say to the class is displayed in large type and marked with 66.
- What you do is displayed by smaller text that typically follows.
- How students might respond is italicized.

For **Episode Viewing** activities, the scripts correspond with specific pause points in the episode videos. We indicate these points with a number that appears on the video and in the guide. You should pause the video and follow the corresponding script in the guide. See example script below.



How did Whyatt solve his problem?
(getting his baby sister, Joy, to stop crying)

He played music. Student Response

In addition to helpful scripts, this guide also highlights key points in **bold**.

Read Aloud: Dr. Seuss' ABC

- 1. Have volunteers locate the cover and title of the story.
- 2. Read the book while tracking under the text with your finger. Invite the children to repeat the phrases after you as you track the words with your finger.
- 3. Ask the children what sounds they hear at the beginning of the words.
- 4. After reading, ask the children to name words that begin with the long /o/ sound (open, only, ocean, ogre, etc). Write them on chart paper.

Because children learn through repetition, you will do many of the activities more than once. When this is the case, there will be a reference to the original description. For example:

ABCD Watermelon

(See Week 4, Day 3) Repeated Activity

Finally, background information on video resources and Computer Games are provided in callout boxes.

Callout Boxes



See Episode DVD - Disc 1

EPISODE SYNOPSIS:

Jack and the Beanstalk

Baby Joy, Whyatt's little sister, is having a giant-sized tantrum and nothing seems to calm her down. The Super Readers fly into the story of Jack and the Beanstalk and use their alphabet, spelling, and reading powers to learn how music can soothe unhappy giants and little babies alike.

Educational Objectives: This episode teaches children about strategies for soothing other people. They also say the alphabet, identify letters, spell the word open, and use the power of reading to change the story.



Objectives:

LETTER

 Learn the symbol for the uppercase letter O and identify the letter by name.

PRINT

- o Identify the front cover of a book and locate the title.
- o Demonstrate how to open a book and turn the pages.

SOUNDS

• Connect the long • sound (as in open and ocean) to the name and symbol of the letter •.

READING

o Repeat phrases from a book and change sentences in a story.



See Episode DVD - Disc 1

EPISODE SYNOPSIS:

Jack and the Beanstalk

Baby Joy, Whyatt's little sister, is having a giant-sized tantrum and nothing seems to calm her down. The Super Readers fly into the story of *Jack and the Beanstalk* and use their alphabet, spelling, and reading powers to learn how music can soothe unhappy giants and little babies alike.

Educational Objectives: This episode teaches children about strategies for soothing other people. They also say the alphabet, identify letters, spell the word open, and use the power of reading to change the story.

Day I.

Warm Up

(5 minutes / Whole Class)



Materials:

Episode DVD - Disc 1 Chart Paper Marker

- Today we are going to meet a boy named Whyatt. Whyatt is a Super Reader. He heard some great things about our class and he wants us to help him and some of his other Super Reader friends solve problems.
- Are you ready to be Super Readers?
- Fantastic, your new name is **Super Me**. When Whyatt asks you what your name is, what are you going to say?

Super Me.

- Sounds like we're ready. Today Whyatt needs our help because his baby sister Joy is having a tantrum.
- Have you ever heard the word tantrum? What is a tantrum? What does a tantrum look like? Why might someone have a tantrum? Well, we're going to help Whyatt find a way to help his sister stop crying.

- As Super Readers, we are going to use books and words and letters to help Whyatt solve his problem. Whyatt and his friends are going to show us a lot of letters, but today I want us to pay close attention to the letter O.
- What does the letter O look like? I'm going to write one on the **chart paper**. Let's write one in the air with our "Magic Spelling Wands"?

Demonstrate

There's a special word that starts with **O** that we're going to use today to help Whyatt solve his problem. That word is Open.

Write OPEN on the chart paper.

- O has two sounds, but this week we're going to learn one of them. You can hear the sound at the beginning of the word OPEN. Can anyone make the sound?
- Are you ready to meet Whyatt?

Play *Jack and the Beanstalk* (Episode DVD 1) and follow Episode Viewing (next page).

Episode Viewing (35 minutes / Whole Class) Letter Print Sound Read Materials: Episode DVD - Disc 1 Familiar Picture Book Pointer

Whyatt showed us the cover and title of his book, can we find the cover and title of this book?

Using a familiar picture book, hold the book **upside down and backwards**. Call on a volunteer to find the cover and title of the book.

Before returning to the video, remind the children that the title of Whyatt's book is *Jack and the Beanstalk*.

- Have children stand and remind them to get their "Magic Spelling Wands" ready, so they can help Princess Pea write the word OPEN.
- You all did that so well, let's do it again!
- Skywrite the letter **O** with the children.
- Does anyone see the letter O?
- Call on a volunteer to use a **pointer** to find and point to the **O** in FEE FI FO FUM.

After viewing, ask the children:

How did Whyatt solve his problem (getting his baby sister, Joy, to stop crying)?

He played music.

Day I

Hands-on Activities

(20 minutes / Small Group)

Letter Print Sound

Free Writing

1. Make drawing and

writing paper and a

variety of writing tools

Tactile "O" Collage

- 1. Give each child a sheet of construction paper.
- 2. Using a bottle of school glue, squeeze the glue in the shape of the capital letter on the paper.
- 3. Invite the children to decorate the letter with cut or torn pieces of construction paper in contrasting colors.
- What is the name of this letter? What sound does it make?

Sorting Letters

- Make an assortment of plastic, foam and/or wooden letters available for children to explore.
- 2. Encourage the children to find ways that the letters are alike in shape and size and group those letters together.
- Can you find the letter O? How many letter Os can you find? What sound does O make?

Playdough/Clay

Make playdough available for children to explore.

Can you make the letter O? How many Os can you make? What sound does O make?

Materials:

Construction paper School Glue

Plastic / Foam Letters

Unlined paper / Newsprint

Crayons / Markers / Colored Pencils

Playdough

- (crayons, markers, and colored pencils) available for children to explore.

 Encourage the children to write their
- 2. Encourage the children to write their names with whatever marks or letters they are able to make on their papers and write/draw whatever they please.
- Can you write the letter O? How many Os can you write? What sound does O make? Is there an O in your name?

Independent or Buddy Reading

Make an assortment of books available for children to look at alone or with a buddy.

Can you show me the cover of the book? Where is the title of the story? Where do I go next?



Focused Viewing (25 minutes / Whole Class) Letter Print Sound Materials: Focused DVD Weeks 1-5 (1) Pointer

You all did that so well, let's do it again! This time let's use our wands to write the letter **O** on our hands.

Trace the letter **O** with your finger on your palm with the children.

Hands-on Activities

(15 minutes / Whole Class)

Letter Print Sound Materials:
Dr. Seuss' ABC
Chart paper
Marker

Read Aloud: Dr. Seuss' ABC

- 1. Have volunteers locate the cover and title of the story.
- 2. Read the book while tracking under the text with your finger. Invite the children to **repeat the phrases after you** as you track the words with your finger.
- 3. Ask the children what sound they hear at the beginning of the words.
- 4. After reading, ask the children to **name words that begin with the long /o/ sound** (open, only, ocean, ogre, etc). Write them on **chart paper**.

Computer Games

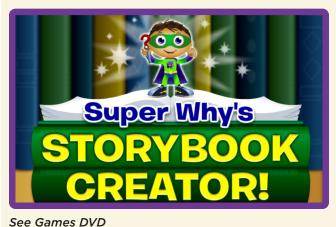
(10 minutes / Each child)

Print Read Materials:
Games DVD

Storybook Creator

Locate the game on the Games DVD and make sure that the computer speakers are turned on. Children may need assistance with entering their names. Once the name is entered, select 'Easy,' so that the text will be read aloud. Keep children engaged by asking questions:

What is the title of your book? How did you change the story?



GAME DESCRIPTION:

Storybook Creator

In this game, children select a story and practice changing sentences in the story.

Focused Viewing (20 minutes / Whole Class) Letter Print Sound Materials: Focused DVD - Weeks 1-5 (1) Pointer

(Repeat Day 2's Focused Viewing exercise)



- Distribute individual name cards
- 2. Place the O card on the chart
- 3. Call on children individually to put their name under the word **Yes** or **No**.
- 4. If yes, have the child show the class where the letter is.

Computer Games (10 minutes / Each child)	Print Read	Materials: Games DVD

Storybook Creator

(Repeat Day 3's game activity)

Quick Review	Letter	Materials: ABC Chart
(5 minutes / Whole Class)		

Alphabet Song and Tracking

- 1. Sing the ABC song slowly to the tune of *Twinkle Twinkle Little Star*.
- 2. Model tracking as the song is sung by pointing to each letter on the <u>alphabet chart</u>.
- 3. Invite students to fingerpoint to the letters as they sing along.
- 4. Call on volunteer(s) to find and point to the letter **O** on the chart.



Teek L

Objectives:

- **LETTER** Children will learn the symbol for the uppercase letters **S** and P and identify the letters by name.
 - Children will recognize the symbol for the uppercase letter and identify the letter by name.

- **SOUNDS** Children will connect the /s/ and /p/ sounds to the names and symbols of the letters S and P.
 - O Children will review the long O sound.

- **PRINT** O Children will locate the cover, title and author of a book.
 - Children will demonstrate how to open a book and turn the pages.
 - Children will recognize the left-right direction of print.

- **READING** Children will make predictions about what will happen in a story.
 - O Children will retell the events of a story.
 - o Children will change sentences in a story.



See Episode DVD - Disc 1

EPISODE SYNOPSIS:

The Little Red Hen

"Not I!" is all Red's friends say when she asks for their help gathering apples. The Super Readers take off into the story of *The Little Red Hen* and see that her friends wouldn't assist her, either. The Super Readers lend a hand to help the Hen and discover a handy solution to Red's problem, too.

Educational Objectives: This episode teaches children a strategy for asking others to help. They also explore the alphabet, identify letters, spell the word stop and use the power of reading to change the story.

Materials:
Episode DVD - Disc 1

O letter card

Chart paper

Marker

OPEN and STOP word

Day 1

Warm Up

(5 minutes / Whole Class)



When we watched Super Why!
last week we learned about a new
letter. Does anyone remember the
name of that letter?

Show children the O Card.

What shape does the letter **O** look like? Let's write a letter **O** with our "Magic Spelling Wands".

Skywrite the letter **O** with the children.

Does anyone remember the word that we learned that starts with the letter **O**?

Show the OPEN word card.

Today when we watch Super Why! we are going to be looking for two new letters. The first one is **P** and it is also in the word **OPEN**.

Point to the P on the OPEN word card.

I'm going to write one on the chart paper. Can we write one together?

Skywrite the letter **P** with the children.

The other letter is the letter **S** and it looks like this.

Write one on the chart paper.

66 Can we write one together?

Skywrite the letter **S** with the children.

Today we are going to use the letters **S**, **O** and **P** to help Whyatt and his friends spell this new word.

Show the children the **STOP** word card.

- This word is **STOP**. In this word, **O** makes a different sound. It makes an /o/ sound like in **octopus**. Can we all say /o/? Now let's say **STOP**.
- Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

Let's see how we can help today.

Play *The Little Red Hen* (Episode DVD 1) and follow Episode Viewing (next page).

Episode Viewing (35 minutes / Whole Class) Letter Print Sound Read Materials: Episode DVD - Disc 1 Pointer

- Let's read this again together.
- Use a **pointer** to point to the words, have the children reread the sentence, "Her friends said, 'Not I'" together.
- Does anyone see the letter **O**?

Call on a volunteer to use a pointer to find and point to the **O** in CORN.

- Have children stand and remind them to get their "Magic Spelling Wands" ready, so they can help Princess Pea write the word STOP.
- You all did that so well, let's do it again!
- Skywrite the letter **S** with the children. Have the children make the /s/ sound as they skywrite.
- You all did that so well, let's do it again!

Skywrite the letter ${\bf P}$ with the children. Have the children make the /p/ sound as they skywrite.

There are two Os in the word moo. Which word is moo?

Call on a volunteer to use a **pointer** to find and point to the word moo and its two **O**s.

After viewing, ask the children how Red solved her problem (getting her friends to help her)?

She told them why she needed help.

Hands-on Activities

(20 minutes / Small Groups)

Letter Print Sound

Playdough/Clay

letters **S** and **P**)

(Same as Week 1, but now

Tactile "S" and/or "P" Collages

(Same as Week 1, but now letters **S** and **P**)

What is the name of this letter?
What sound does this letter make? Can you make the letter

Sorting Letters

(Same as Week 1, but now letters **S** and **P**)

Can you find the letter S? How many letters can you find? What sound does this letter make? How does S look different from other letters?

Repeat for letter P.

Free Writing

(Same as Week 1, but now letters **S** and **P**)

Can you write the letter S? How many letters can you write? What sound does this letter make? Is there an S in your name?

Repeat for letter P.

Materials:

Construction paper School Glue

Plastic / Foam Letters

Unlined paper / Newsprint

Crayons / Markers / Colored Pencils

Playdough

Can you make the letter S? How many Ss can you make? What sound does S make?

Repeat for letter P.

Independent Reading or Reading with a Friend

(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where do I go next?

Focused Viewing

(20 minutes / Whole Class)

Letter Print
Sound

Materials:

Focused DVD -Weeks 1-5 (2)

Pointer

- Does anyone see the letter O?"
- Call on a volunteer to use a **pointer** to find and point to the **O** in CORN.
- You all did that so well, let's do it again! This time use your wand to write the letter **S** on your hand."

Trace the letter **S** on your hand with the children. Have the children make the /s/ sound as they skywrite.

Tell the children that **O** has two sounds.

Sometimes it sounds like its name like the **O** in ocean and sometimes it makes the

/o/ (short) sound like in octopus or stop.

- You all did that so well, let's do it
- again! This time let's use our wands to write the letter **P** on our hands.

Trace the letter **P** on your hand with the children. Have the children make the /p/ sound as they skywrite.

- There are two **O**s in the word moo?
- Which word is moo?"

Call on a volunteer to use a pointer to find and point to the word moo.

Hands-on Activities

(15 minutes / Whole Class)

Print

Materials:

Bee-bim Bop

Read Aloud: Bee-bim Bop

- Show children the cover of the book, point to the title and read it to the class.
- 2. Point out the name of the author and explain that the author is the person that wrote the story.
- Point out the name of the illustrator (if applicable) and explain that that this is the person that created the pictures.

- 4. Invite the children to look closely at the illustration on the cover.
- 5. Ask the children to predict what they think the story will be about.
- 6. After reading, ask the children what happened in the story. If they need help to recall, show them the illustrations and have them describe what happened.

Computer Game

(10 minutes / Individual Child)

Letter	Print
Sound	Read

Materials:
Games DVD

Storybook Creator

(See Week 1, Day 3)

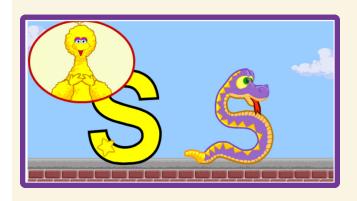
See Games DVD

What is the title of your book? How did you change the story?

Big Bird's Letters

Locate the game on the Games DVD and get them started. Keep children engaged by asking questions:

What letters can you press?
Can you find the letters **O**, **S**, **P**?
What sound does the letter make?



GAME DESCRIPTION:

Big Bird's Letters

When children press letter keys on the keyboard, the capital letter and an item with the matching sound appear.

Focused Viewing

(25 minutes / Whole Class)

Letter	Print
Sound	

Materials:

Focused DVD -Weeks 1-5 (2) Pointer

(Repeat Day 2's Focused Viewing exercise)

Hands-on Activities

(20 minutes / Whole Class)

Letter Sound

Materials:

Chart Paper

Markers

Name Cards

Does Your Name Start with ____? Chart

Letter S & P Cards

I Spy Game

- 1. Choose a familiar item in the classroom.
- 2. Identify the beginning sound of the item such as /s/ in scissors or /p/ in paper.
- 3. Ask the children to identify items in the room that share that beginning sound by saying, "I spy something that begins with the /p/ sound."
- 4. As students state items, write them on the chart paper under the separate headers **S** and **P**.

Does your name begin with the letter **S** or P?

Have the children repeat the names and discuss whether or not they can hear the /s/ sound in the name. Repeat the activity using the letter **P** and the /p/ sound.





What sound does the letter make?

Alphabet Song and Tracking

(See Week 1, Day 5)

Call on volunteer(s) to find and point to the letters ${\bf O}$, ${\bf S}$ and ${\bf P}$ on the ABC chart with the pointer.



Week 3:

Objectives:

LETTER

- Children will learn the symbol for the uppercase letter **N** and identify the letter by name.
- Children will recognize the symbols for the uppercase letters
 S, P and O, and identify the letters by name.

SOUNDS

- Children will connect the /n/ sound to the name and symbol of the letter N.
- Children will review the /s/, /p/ and /o/ sounds.
- Children will create rhyming words.

PRINT

- o Children will identify the cover, title and author of a book.
- Children will demonstrate how to open a book and turn the pages.
- o Children will recognize the left-right direction of print.

READING

- Children will make predictions about what will happen in a story.
- o Children will repeat phrases from a book.



See Episode DVD - Disc 1

EPISODE SYNOPSIS:

Jack and the Beanstalk

See Week 1

Warm Up

(5 minutes / Whole Class)



We've learned a few new letters over the last few weeks. Does anyone remember the names of those letters?

Show children the **S, P** and **O** cards in **random** order. Have them say the names and make the sound of the letters as you show them the cards.

Does anyone remember the word that we learned that starts with the letter **\$**?

Show the STOP word card.

Does anyone remember the word we learned that starts with the letters **O** and **P**?

Show the OPFN word card

Today we are going to watch Jack and the Beanstalk again, but we are going to be looking for the letter **N**. The letter **N** is in the word OPEN.

Point to the ${\bf N}$ on the OPEN word card.

I'm going to write one on the chart paper. Can we write one together?

Skywrite the letter ${\bf N}$ with the children.

- Great!
- Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

What letter are we looking for today?

N.

Play *Jack and the Beanstalk* (Episode DVD 1) and follow Episode Viewing (next page).

Materials:

Episode DVD - Disc 1

S, P and O Letter Cards

STOP and OPEN word cards

Chart Paper Marker

Episode Viewing (35 minutes / Whole Class) Letter Print Sound Materials: Focused DVD — Weeks 1-5 (3) Pointer

- Have children stand and remind them to get their "Magic Spelling Wands" ready, so they can help Princess Pea write the word STOP.
- You all did that so well, let's do it again!"
- Skywrite the letter **O** with the children. Have the children make the long **O** sound as they skywrite.
- You all did that so well, let's do it again!
- Skywrite the letter **P** with the children. Have the children make the /p/ sound as they skywrite.
- You all did that so well, let's do it again!
- Skywrite the letter **N** with the children. Have the children make the /n/ sound as they skywrite.
- Do you see the letter **\$**?

Call on a volunteer to use a pointer to find and point to the letter **S**.

Hands-on Activities

Letter Print Sound

(20 minutes / Small Groups)

Tactile "N" Collages

(Same as Week 1, but now letter **N**)

What is the name of this letter? What sound does this letter make?

Sorting Letters

(Same as Week 1, but now letter **N**)

Can you find the letter N? How many Ns can you find? What sound does N make? How does the letter N look different from other letters?

Free Writing

(Same as Week 1, but now letter **N**)

Can you write the letter N? How many Ns can you write? What sound does N make? Is there an N in your name?

Playdough/Clay

(Same as Week 1, but now letter **N**)

Can you make the letter N? How many Ns can you make? What sound does N make?

Independent Reading or Reading with a Friend

(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where do I go next?

Materials:

Construction paper

School Glue

Plastic / Foam Letters

Unlined paper / Newsprint

Crayons / Markers / Colored Pencils

Playdough

Focused Viewing

(20 minutes / Whole Class)

Letter Print Sound Materials:
Focused DVD —

Weeks 1-5 (3)
Pointer

- You all did that so well, let's do it again! This time let's use
- our wands to write the letter **O** on the floor/rug."

Trace the letter **O** with your finger on the floor/rug with the children.

- You all did that so well, let's do it again! This time let's use
- our wands to write the letter **P** on the floor/rug."

Trace the letter $\bf P$ on the floor/rug with the children. Have the children make the /p/ sound as they write.

- You all did that so well, let's do it again! This time let's use
- our wands to write the letter **N** on the floor/rug.

Trace the letter ${\bf N}$ on the floor/rug with the children. Have the children make the /n/ sound as they write.

Do you see the letter **\$**?

Call on a volunteer to use a pointer to find and point to the letter S.

4

Hands-on Activities

(15 minutes / Whole Class)

Letter	Prin
Sound	

Materials: Dr. Seuss' ABC

Read Aloud: Dr. Seuss' ABC

- 1. Show children the cover of the book, point to the title and read it to the class.
- 2. Point out the name of the author and explain that the author is the person that wrote the story
- 3. Reread the text running your finger underneath the words as you read them.
- 4. Invite the children repeat the phrases after you.
- 5. Ask the children what sounds they hear in the words and to think of other words that start with the same sound.

Day 3

Computer Games

(10 minutes / Each child)

Letter	Print

Materials:
Games DVD

Big Bird's Letters

(See Week 2, Day 3)

What letters can you press?

Can you find the letters **O**, **S**, **P**, **N**?

What sound does the letter make?

Focused Viewing

(25 minutes / Whole Class)

Letter	Print
Sound	

Materials:

Focused DVD — Weeks 1-5 (3)
Pointer

(Repeat Day 2's Focused Viewing exercise)

Hands-on Activities

(15 minutes / Whole Class)

Letter

Materials:

Name Cards

Does Your Name Start with ____? Chart

Letter N Card

Weird Words

- Tell the children that you are going to use the letter N to make up some "Weird Words." Select a familiar object in the room, substitute the first letter of the word with the letter N. For example, nuzzle instead of puzzle.
- 2. After saying this new word, ask the children to guess what object has been identified.
- 3. A child who correctly answers could use that same initial letter to make a new word.
- 4. The game could continue until all children have had their chance to make a new word with the beginning sound. The children can also make up words using the letters **S** and **P**.

Does your name begin with the letter N?

(See Week 1, Day 4)

Have the children repeat the names and discuss whether or not they can hear the /n/ sound in the name.

Computer Games	Letter	Materials: Games DVD
(10 minutes / Each child)	Sound	

Big Bird's Letters

(See Week 2, Day 3)

What letters can you press?
Can you find the letters **O**, **S**, **P**, **N**?
What sound does the letter make?

Quick Review	Letter Print	Materials: Alphabet Chart
(5 minutes / Whole Class)		Pointer

Alphabet Song and Tracking

(See Week 1, Day 5)

Call on volunteer(s) to find and point to the letters ${\bf O}$, ${\bf N}$, ${\bf S}$ and ${\bf P}$ on the large alphabet chart.



Week 4.

Objectives:

LETTER

- Children will learn the symbol for the uppercase letters F & R, and identify the letters by name.
- Children will recognize the symbols for the uppercase letters
 N, S, P and O, and identify the letters by name.

SOUNDS

- Children will connect the /f/ and /r/ sounds to the names and symbols of the letters F and R.
- Children will review the /n/, /s/, /p/ and /o/ sounds.
- o Children will create rhyming words.

PRINT

- o Children will identify the front cover, title and author of a book.
- Children will demonstrate how to open a book and turn the pages.
- Children will recognize the left-right direction of print.

READING

- Children will make predictions about what will happen in a story.
- o Children will retell the events of a story.



See Episode DVD - Disc 1

EPISODE SYNOPSIS:

The Frog Prince

Princess Pea wants to do ballet; Spider wants to spin webs. So how will these two friends play together? To find an answer, the Super Readers read *The Frog Prince* and meet another princess who can't see eye-to-eye with her friend.

Educational Objectives: This episode teaches kids the value of compromising. They also explore the alphabet, spell the word frog, practice rhyming words in the -ump family and use the power of reading to change the story.

Materials:

Cards

Episode DVD - Disc 1

S, P, N and O Letter

STOP, FROG and OPEN Word Cards

Day 1

Warm Up

(5 minutes / Whole Class)

We've learned a few new letters over the last few weeks. Does anyone remember the names of those letters?

Show children the **S, P, N** and **O** cards in **random** order. Have them say the names and make the sounds of the letters as you show them the cards.

Does anyone remember the word that we learned that the letters **S**, **T**, **O**, **P** make?

Show the STOP word card.

Does anyone remember the word we learned that has the letters **O**, **P** and **N** in it?

Show the OPEN word card.

Today we are going to learn two new letters, the letter **F** and the letter **R**. The letter **F** looks like this and it makes a /f/ sound. I'm going to write one on the chart paper. Can we write one together?

Skywrite the letter **F** with the children and make the /f/ sound as you write.



The letter **R** looks like this and makes the /r/ sound. I'm going to write one on the chart paper. Can we write one together?

Skywrite the letter **R** with the children and make the /r/ sound as you write.

Both **F** and **R** are in the word FROG.

Show the children the FROG word card and point to the letters **F** and **R**.

Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

Let's see how we can help today.

Play *The Frog Prince* (Episode DVD 1) and follow Episode Viewing (next page).

Episode Viewing (35 minutes / Whole Class) Letter Print Sound Materials: Episode DVD - Disc 1 Pointer

- Do you see the letter N?
 - Call on a volunteer to use a pointer to find and point to the letter N.
- Do you see the letter \$?
- Call on a volunteer to use a pointer to find and point to the letter **S**.
- What letters did Princess Pea write?
- F R O G.

Call on volunteers to name a letter and use a pointer to point to the letter they named.

Before restarting the video, remind the children that Princess Pea is going to change the prince back into a frog.

Hands-on Activities

(20 minutes / Small Groups)

Letter	Prin
Sound	

Playdough/Clay

letters **F** and **R**)

(Same as Week 1, but now

Tactile "F" and/or "R" Collages

(Same as Week 1, but now letters **F** and **R**)

What is the name of this letter? What sound does this letter make?

Sorting Letters

(Same as Week 1, but now letters **F** and **R**)

Can you find the letter F? How many Fs can you find? What sound does F make? How do F look different from other letters?

Repeat for letter R.

Free Writing

(Same as Week 1, but now letters **F** and **R**)

Can you write the letter F? How many Fs can you write? What sound does the F make? Is there an F in your name?

Repeat for letter R.

Materials:

Construction paper

School Glue

Plastic / Foam Letters

Unlined paper / Newsprint

Crayons / Markers / Colored Pencils

Playdough

Can you make the letter
F? How many letters can you
make? What sound does this letter
make?

Repeat for letter R.

Independent Reading or Reading with a Friend

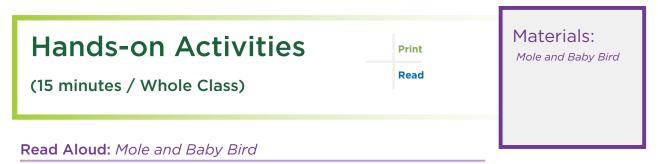
(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where do I go next?

Focused Viewing (20 minutes / Whole Class) Letter Print Print Sound Materials: Focused DVD — Weeks 1-5 (4) Pointer

- Do you see the letter N?"
- Call on a volunteer to use a pointer to find and point to the letter **N**.
- Do you see the letter \$?
- Call on a volunteer to use a pointer to find and point to the letter **S**.
- What letters did Princess Pea write?
- **5** *FROG.*

Call on volunteers to name a letter and use a pointer to point to the letter they named.



(See Week 2, Day 2)

Computer Games

(10 minutes / Each child)

Letter Print
Sound

Materials:
Games DVD

Big Bird's Letters

(See Week 2, Day 3)

What letters can you press?
Can you find the letters **O**, **S**, **P**, **N**?
What sound does the letter make?

ABCD Watermelon

Locate the game on the Games DVD and get them started. Keep children engaged by asking questions:

Let's sing the alphabet to check. Can you find that letter?



GAME DESCRIPTION:

ABCD Watermelon

Children must guess what letter comes next in the alphabet song.

Focused Viewing

(25 minutes / Whole Class)

Letter	Print
Sound	

Materials:

Focused DVD — Weeks 1-5 (4)
Pointer

(Repeat Day 2's Focused Viewing exercise)

Hands-on Activities

(15 minutes / Whole Class)



Materials:

Name Cards

Does Your Name Start with ____? Chart
Letter F & R Cards

Weird Words

(See Week 3, Day 4)

Does your name begin with the letter F or R?

(See Week 1, Day 4)

Have the children repeat the names and discuss whether or not they can hear the /f/ sound in the name. Repeat the activity using the letter **R** and the /r/ sound.

Computer Games

(10 minutes / Each child)

Letter	
Sound	

Materials:
Games DVD

Big Bird's Letters

(See Week 2, Day 3)

What letters can you press? Can you find the letters **F, R, O, S, P, N**? What sound does the letter make?

ABCD Watermelon

(See this week, Day 3)

Let's sing the alphabet to check. Can you find that letter?

Quick Review

(5 minutes / Whole Class)



Materials:

Alphabet Chart Pointer

Alphabet Song and Tracking

(See Week 1, Day 5)

Call on volunteer(s) to find and point to the letters **F**, **R**, **O**, **N**, **S** and **P** on the large alphabet chart.



Week 5.

Objectives:

LETTER

- Children will learn the symbol for the uppercase letter **T** and identify the letter by name.
- Children will recognize the symbols for the uppercase letters
 F, R, N, S, P and O, and identify the letters by name.

SOUNDS

- Children will connect the /t/ sound to the name and symbol of the letter T.
- Children will review the /f/, /r/, /n/, /s/, /p/ and /o/ sounds.
- o Children will match rhyming words.

PRINT

- o Children will identify the front cover, title and author of a book.
- Children will demonstrate how to open a book and turn the pages.
- O Children will retell the events of a story.

READING

- Children will make predictions about what will happen in a story.
- o Children will retell the events of a story.



See Episode DVD - Disc 1

EPISODE SYNOPSIS:

The Little Red Hen

See Week 2

Warm Up

(5 minutes / Whole Class)



I'm going to write one

We've learned a few new letters over the last few weeks. Does anyone remember the names of those letters?

Show children the **F, R, S, P, N** and **O** cards in **random** order. Have them say the names and make the sound of the letters as you show them the cards.

Does anyone remember the word we learned that starts with an **F** and has an **R** in it?

Show the FROG word card.

Does anyone remember the word that we learned that starts with the letter \$?

Show the STOP word card.

Does anyone remember the word we learned that has the letters **O** and **N** in it?

Show the OPEN word card.

Today we are going to learn a new letter, the letter **T**. The letter is also in the word STOP.

Show the STOP word card and point to the letter **T**.

Materials:

Episode DVD - Disc 1

F, R, S, P, N and O letter cards

STOP, FROG and OPEN word cards

Chart paper and marker

on the chart paper. It makes a /t/ sound. Can we write one together?

Skywrite the letter **T** with the children and make the /t/ sound as you write.

Today we are going to watch *The Little Red Hen* again, but we're going to be looking for the letter **T**.

Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

Mhat letter are we looking for?

Т.

Play *The Little Red Hen* (Episode DVD 1) and follow Episode Viewing (next page).

Episode Viewing

Letter Print Sound Materials:

Episode DVD - Disc 1 Pointer

(35 minutes / Whole Class)

- Use a pointer to point to the words, have the children reread the sentence, "Her friends said, 'Not I" together.
- **66** Does anyone see the letter **O**?

Call on a volunteer to use a pointer to find and point to the $oldsymbol{o}$ in CORN.

- **3 4** Repeat for the letters **R** and **N**.
 - Have children stand and remind them to get their "Magic Spelling Wands" ready, so they can help Princess Pea write the word STOP.
 - You all did that so well, let's do it again!
 - Skywrite the letter **S** with the children. Have the children make the /s/ sound as they skywrite.
- **7** 8 Repeat for the letters **T** and **P**.
 - Does anyone see the letter T?
 - Call on a volunteer to use a pointer to find and point to the letter **T**.
 - There are two **O**s in the word moo. Which word is moo?

Call on a volunteer to use a **pointer** to find and point to the word moo.

Materials:

School Glue

Playdough

Construction paper

Plastic / Foam Letters
Unlined paper /
Newsprint

Crayons / Markers / Colored Pencils

Day 1

Hands-on Activities

(20 minutes / Small Groups)

Letter Print
Sound

Tactile "T" Collages

(Same as Week 1, but now letter **T**)

What is the name of this letter?
What sound does this letter make?

Playdough/Clay

(Same as Week 1, but now letter **T**)

Can you make the letter
T? How many letters can you
make? What sound does T make?

Sorting Letters

(Same as Week 1, but now letter **T**)

Can you find the letter T? How many Ts can you find? What sound does T make? How does the letter T look different from other letters?

Independent Reading or Reading with a Friend

(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where do I go next?

Free Writing

(Same as Week 1, but now letter **T**)

Can you write the letter T? How many letters can you write? What sound does T make? Is there a T in your name?

Focused Viewing

(20 minutes / Whole Class)

Letter Print Sound Materials:

Focused DVD — Weeks 1-5 (5)

Does anyone see the letter O?

1

Call on a volunteer to use a pointer to find and point to the **O** in CORN. Repeat for the letters R and N.

You all did that so well, let's do it again! This time use your wand to write the letter **S** on the floor/rug.

Trace the letter **S** on the floor/rug with the children. Have the children make the /s/ sound as they write.

You all did that so well, let's do it again! This time use your wand to write the letter **T** on the floor/rug.

Trace the letter \mathbf{T} on the floor/rug with the children. Have the children make the /t/ sound as they write.

- You all did that so well, let's do it again! This time use your wand to write the letter **P** on the floor/rug.
- There are two **O**s in the word moo?

 Which word is moo?

Call on a volunteer to use a pointer to find and point to the word moo.

Hands-on Activities

(15 minutes / Whole Class)

Print Read Materials: Knuffle Bunny

Read Aloud: Knuffle Bunny

(See Week 2, Day 2)

Computer Games

(10 minutes / Each child)

Letter Sound

Materials:
Games DVD

ABCD Watermelon

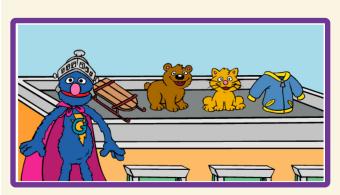
(See Week 4, Day 3)

Let's sing the alphabet to check.
Can you find that letter?

Grover's In the Nick of Rhyme

Locate game on the Games DVD.

Can you think of something else that rhymes with that?



See Games DVD

GAME DESCRIPTION:

Grover's In the Nick of Rhyme

Children match objects that rhyme.

Focused Viewing

(25 minutes / Whole Class)

Letter Print
Sound

Materials:

Focused DVD — Weeks 1-5 (5)

Pointer

(Repeat Day 2's Focused Viewing exercise)

Hands-on Activities

(15 minutes / Whole Class)



Materials:

Name Cards

Does Your Name Start with ____? Chart

Letter T Card

Tongue Twisters

- Tell the children that you are going to say some sentences. In some of the sentences all of the words will start with the same sound, like "Purple penguins pick peas." But in some of the sentences, one word will have a different sound like "Busy Bobby buys pickles."
- 2. Read the following sentences slowly and have the children repeat the sentence. Emphasize the first sound in each word by making it longer than usual.
- 3. Ask if all of the words started with the same sound. The children can indicate their responses by showing a thumbs-up or thumbs-down sign.
- When a sentence has a sound that does not belong, call on a child to tell which word is a mismatch and why.

Take two tangerines to Texas.

Pretty princes pick petunias.

Tanya tackled ten spiders.

Pat bought prickly pears.

Smiling Sam sometimes sneaks spaghetti.

Roving Robert races red reindeer.

Fifty foresters visit Florida.

Sylvia zippers suitcases.

Does your name begin with the letter T?

(See Week 1, Day 4)

Have the children repeat the names and discuss whether or not they can hear the /t/ sound in the name.

Computer Games

(10 minutes / Each child)

Letter Sound

Materials:

Games DVD

ABCD Watermelon

(See Week 4, Day 3)

Let's sing the alphabet to check. Can you find that letter?

Grover's In the Nick of Rhyme

(See this week, Day 3)

Can you think of something else that rhymes with that?

Quick Review

(5 minutes / Whole Class)



Materials:

Alphabet Chart Student ABC Cards Pointer

Alphabet Song and Tracking

Distribute an ABC card to each child.

Now we're going to sing the ABC song, but today we're going to do it in a special way. Each of you has a card. Can you see the ABCs on your card?

Show them your ABC card. Make sure each child has their card and it is right side up.

Good! Today when we sing the ABC song, I'm going to point to the letters as we sing them.

Sing the ABC song slowly to the tune of *Twinkle Twinkle Little Star* while you track underneath each letter. Slow down as much as you need to so show the children each letter. When you get to the end of the first line, pause and say:

Where should I go now?

Move your finger to the beginning of the next line. Continue the song as you track under the letters. Invite the students to point to the letters on their cards as you sing. When you finish modeling the song for them, say:

Let's all try to sing. You can look at your ABC card while you sing. Are you ready?

Slowly sing the ABC song while tracking under the letters.

After you're done singing, have the students find and point to the letter **T** on their ABC cards.

Call on volunteer(s) to show the letters **T**, **N**, **P**, **F**, **O**, **S** and **R** on their ABC card(s).

Collect the cards to use for next week.



Week 6:

Objectives:

LETTER

- Children will learn the symbol for the uppercase letter **A** and identify the letter by name.
- Children will recognize the symbols for the uppercase letters T,
 F, R, N, S, P and O, and identify the letters by name.

SOUNDS

- Children will connect the /a/ sound to the name and symbol of the letter A.
- Children will review the /t/, /f/, /r/, /n/, /s/, /p/ and /o/ sounds.
- o Children will match rhyming words.

PRINT

- Children will identify the front cover, title and author of a book.
- Children will demonstrate how to open a book and turn the pages.
- O Children will retell the events of a story.

READING

- Children will make predictions about what will happen in a story.
- o Children will retell the events of a story.



See Episode DVD - Disc 2

EPISODE SYNOPSIS:

Hansel and Gretel

Red takes one of Peter Piper's peppers without asking and he gets mad. The Super Readers turn to the story of *Hansel and Gretel* to see what happens when the children sample the witch's gingerbread house without permission. Red, Hansel, and Gretel learn to be more considerate

Educational Objectives: This episode teaches kids about the importance of manners, plus it helps them practice the alphabet, identify the letters, spell the word raft, and use opposites to change the ending of the story.

Warm Up

(5 minutes / Whole Class)



We've learned a few new letters over the last few weeks. Does anyone remember the names of those letters?

Show children the **T, F, R, S, P, N** and **O** cards in random order. Have them say the names and make the sound of the letters as you show them the cards.

Does anyone remember the word that the letters **S, T, O, P** make?

Show the **STOP** word card.

Does anyone remember the word we learned that starts with an **F, R** and **O** in it?

Show the **FROG** word card.

Does anyone remember the word we learned that has the letters **O**, **P** and **N** in it?

Show the **OPEN** word card.

Today we are going to learn a new letter, the letter **A**. I'm going to write one on the chart paper. It makes the /a/ sound. Can we write one together?

Skywrite the letter **A** with the children and make the /a/ sound as you write.

Materials:

Episode DVD - Disc 2 T, F, R, S, P, N and O letter cards

STOP, FROG and OPEN word cards

Chart paper and marker

Today we will watch

Hansel and Gretel and

we are going to use the letter A

with some other letters we know
to make the word RAFT.

Write **RAFT** on the chart paper.

What letters do you see in RAFT? Who knows what a RAFT is? A raft is like a boat. A raft floats on the water, but you need to row to make it move since it doesn't have an engine to make it go. In the story we're going to watch today, our friends are going to need a raft to get to the other side of a lake.

Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

Let's see how we can help today.

Play *Hansel and Gretel* (Episode DVD 2) and follow Episode Viewing (next page).

Episode Viewing (35 minutes / Whole Class) Letter Print Sound Materials: Episode DVD - Disc 2

- Can you say, "Peter Piper's Pickled Peppers"? What sound do you hear at the beginning of all those words? What letter makes that sound?
- Does anyone see the letter F?
- Call on a volunteer to use a pointer to find and point to the **F**.
- Does anyone see the letter R?
- Call on a volunteer to use a pointer to find and point to the **R**.
- Does anyone see the letter **T**?
 - Call on a volunteer to use a pointer to find and point to the **T**.
- Have children stand and remind them to get their "Magic Spelling Wands" ready, so they can help Princess Pea write the word STOP.
- You all did that so well, let's do it again!
 - Skywrite the letter $\bf A$ with the children. Have the children make the short a sound as they skywrite.

Hands-on Activities

(20 minutes / Small Groups)

Letter	Prin
Sound	

Playdough/Clay

letter **A**)

(Same as Week 1, but now

Tactile "A" Collages

(Same as Week 1, but now letter **A**)

What is the name of this letter? What sound does A make?

Sorting Letters

(Same as Week 1, but now letter **A**)

Can you find the letter A? How many letters can you find? What sound does A make? How does the letter A look different from other letters?

Free Writing

(Same as Week 1, but now letter **A**)

Can you write the letter A? How many letters can you write? What sound does A make? Do you have the letter A in your name?

Materials:

Construction paper School Glue

Plastic / Foam Letters

Unlined paper / Newsprint

Crayons / Markers / Colored Pencils

Playdough

Can you make the letter
A? How many letters can you
make? What sound does A make?

Independent Reading or Reading with a Friend

(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where do I go next?

Focused Viewing (25 minutes / Whole Class) Letter Print Sound Materials: Focused DVD Weeks 6-10 (6) Pointer

- Does anyone see the letter F?
- Call on a volunteer to use a pointer to find and point to the **F**.
- Does anyone see the letter **R**?

Call on a volunteer to use a pointer to find and point to the R.

- Does anyone see the letter **T**?
 - Call on a volunteer to use a pointer to find and point to the **T**.
- You all did that so well, let's do it again. Let's use our magic spelling wands to write the letter on our hand this time!

Trace the letter $\bf A$ with your finger on your palm with the children. Have the children make the short /a/ sound as they write.

Hands-on Activities	Print	Materials:
(15 minutes / Whole Class)	Read	How to Be

Read Aloud: How to Be

(See Week 2, Day 2)

Computer Games

(10 minutes / Each child)

Letter Sound

Materials:
Games DVD

Grover's in the Nick of Rhyme

(See Week 5, Day 3)

Can you think of something else that rhymes with that?

Alpha Pig's Alphabet Challenge

Select the Alphabet Challenge on the Games DVD. Set the game to the 'Easy' setting. Keep children engaged by asking questions:

What sound does the first letter make?



GAME DESCRIPTION:

Alpha Pig's Alphabet Challenge

Children are given a word to spell and are told the letters to find to spell the word.

See Games DVD

Focused Viewing

(20 minutes / Whole Class)

Letter	Print
Sound	

Materials:

Focused DVD — Weeks 6-10 (6)
Pointer

(Repeat Day 2's Focused Viewing exercise)

Hands-on Activities

(15 minutes / Whole Class)



Materials:

Name Cards

Does Your Name Start with ____? Chart

Letter A Card

Tongue Twisters (See Week 5)

- 1. Tell the children that you are going to say some sentences. In some of the sentences all of the words will start with the same sound like "Purple penguins pick peas," but in some of the sentences one word will have a different sound like Busy Bobby buys pickles.
- 2. Read the following sentences slowly and have the children repeat the sentence.
- 3. Ask if all of the words started with the same sound. The children can indicate their responses by showing a thumbs-up or thumbs-down sign.
- When a sentence has a sound that does not belong, call on a child to tell which word is a mismatch and why.

Peter Piper picked pickled peppers.
Antelope antlers catch ants.
Otters observe odd octopi.
Tanya tackled ten spiders.
Pat bought pickled pears.
Smiling Sam sometimes sneaks spaghetti.
Roving Robert races red reindeer.
Fifty foresters visit Florida.
Sylvia zippers suitcases.

Does your name begin with the letter A?

(See Week 1, Day 4)

Computer Games

(10 minutes / Children in Pairs)

Letter	
Sound	

Materials:
Games DVD

Grover's in the Nick of Rhyme

(See Week 5, Day 3)

Can you think of something else that rhymes with that?

Alpha Pig's Alphabet Challenge

(see this week, Day 3)

What sound does the first letter make?

Quick Review

(5 minutes / Whole Class)



Materials:

Alphabet Chart
Student ABC Cards
Pointer

Alphabet Song and Tracking

(See Week 5, Day 5)

After the class has sung and tracked, invite the children to find and point to the letters **A, T, F, R, O, N, S** and **P** on their ABC cards.



Objectives:

LETTER

• Children will learn the symbol for the uppercase letter **G** and identify the letter by name.

SOUNDS

- Children will connect the /g/ sound to the name and symbol of the letter **G**.
- Children will review the /a/, /t/, /f/, /r/, /n/, /s/, /p/ and /o/ sounds.
- o Children will match rhyming words.

PRINT

- Children will identify the front cover, title and author of a book.
- Children will demonstrate how to open a book and turn the pages
- Children will recognize the left-right direction of print.

READING

- Children will make predictions about what will happen in a story.
- o Children will retell the events of a story.
- Children will connect a story to their own lives.



See Episode DVD - Disc 1

EPISODE SYNOPSIS:

The Frog Prince

See Week 4

Materials:

letter cards

Episode DVD - Disc 1 A, T, F, R, S, P, N and O

RAFT, STOP, FROG

Day 1

Warm Up

(5 minutes / Whole Class)

Letter Print Sound

We've learned a few new letters over the last few weeks. Does anyone remember the names of those letters?

Show children the **A**, **T**, **F**, **R**, **S**, **P**, **N** and **O** cards in random order. Have them say the names and make the sound of the letters as you show them the cards.

Does anyone remember the word that the letters **R**, **A**, **F**, **T** make? Show the RAFT word card. Does anyone remember the word that the letters **S**, **T**, **O**, **P** make?

Show the **STOP** word card.

Does anyone remember the word we learned that starts with an **F, R** and **O** in it?

Show the **FROG** word card.

Does anyone remember the word we learned that has the letters **O**, **P** and **N** in it?

Show the **OPEN** word card.

and OPEN word cards
Chart paper and
marker

Today we are going to

letter **G**. The letter **G** is in the word FROG.

learn a new letter, the

Show the **FROG** word card and point to the **G**.

I'm going to write one on the chart paper. It makes the /g/ sound. Can we write one together?

Skywrite the letter **G** with the children and make the /g/ sound as you write.

Today we are going to watch *The Frog Prince* again, but we are going to be looking for the letter **G**.

Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

66 What letter are we looking for?

G.

Play *The Frog Prince* (Episode DVD 1) and follow Episode Viewing (next page).

Episode Viewing

Letter Print Sound Materials: Episode DVD - Disc 1

Pointer

(35 minutes / Whole Class)

- Do you see the letter A?
 - Call on a volunteer to use a pointer to find and point to the letter A.
- **2** Repeat for the letter **N**.
- **66** Do you see the letter **T**?
- Call on a volunteer to use a pointer to find and point to the letter **T**. Repeat for the letter **R**.
- **66** Do you see the letter **A**?
- Call on a volunteer to use a pointer to find and point to the letter **A**. Repeat for the letter **S**.
- **Mhat letters did Princess Pea write?**
- 5 FROG.

Call on volunteers to name the letters and use a pointer to point to the letters they named. Before restarting the video, remind the children that Princess Pea is going to change the prince back into a frog.

Hands-on Activities

(20 minutes / Small Groups)

Letter Print Sound

Tactile "G" Collages

(Same as Week 1, but now letter **G**)

What is the name of this letter? What sound does G make?"

Sorting Letters

(Same as Week 1, but now letter **G**)

Can you find the letter G? How many letters can you find? What sound does G make? How does G look different from other letters?

Free Writing

(Same as Week 1, but now letter **G**)

Can you write the letter G? How many letters can you write? What sound does G make? Do you have the letter G in your name?

Playdough/Clay

(Same as Week 1, but now letter **G**)

G? How many letters can you make? What sound does G make?

Independent Reading or Reading with a Friend

(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where is the author's name? Where do I go next? Where do I start reading?

Materials:

Construction paper

School Glue

Plastic / Foam Letters

Unlined paper / Newsprint

Crayons / Markers / Colored Pencils

Playdough

Focused Viewing (20 minutes / Whole Class) Letter Print Sound Materials: Focused DVD Weeks 6-10 (6) Pointer

66 Do you see the letter **A**?

Call on a volunteer to use a pointer to find and point to the letter **A**.

2 Repeat for the letter **N**.

3

- **S** Do you see the letter **T**?
 - Call on a volunteer to use a pointer to find and point to the letter **T**. Repeat for the letter **R**.
- Do you see the letter **A**?

Call on a volunteer to use a pointer to find and point to the letter **A**. Repeat for the letter **S**.

What letters did Princess Pea write?

FROG.

Call on volunteers to name the letters and use a pointer to point to the letters they named. Before restarting the video, remind the children that Princess Pea is going to change the prince back into a frog.

Hands-on Activities (15 minutes / Whole Class) Print Read Materials: Knuffle Bunny

Read Aloud: Knuffle Bunny

- 1. Show children the cover of the book, point to the title and ask if anyone remembers the title of the book.
- 2. Point out the name of the author and ask if someone can tell you what the author does.
- 3. Read the story, running your finger under the words as you read.
- 4. After reading, **ask the children questions that will help them connect the story to their own lives**, for example, have you ever been in a situation like Trixie's, how did it make you feel, what do you think they should do next time, etc.

Computer Games	Letter	Materials:
(10 minutes / Each child)	Sound	Games DVD

Grover's In the Nick of Rhyme

(See Week 5, Day 3)

Can you think of something else that rhymes with that?

Alpha Pig's Alphabet Challenge

(See Week 6, Day 3)

What sound does the first letter make?

Focused Viewing

(25 minutes / Whole Class)

Letter	Print
Sound	

Materials:

Focused DVD — Weeks 6-10 (6)

Pointer

(Repeat Day 2's Focused Viewing exercise)

Hands-on Activities

(15 minutes / Whole Class)



Materials:

G, A, T, F, R, S, P, N and O Letter Cards

Large Envelope

Name Cards

Does Your Name Start with ____? Chart Letter G Card`

Guess My Letter

- 1. Put letter cards that children know in an envelope. Pull a letter out of the envelope while the children in the group close their eyes.
- Make the sound of the letter and put the letter back in the envelope.
 Ask the children to guess the letter.
 When the correct letter is named, show the card to the group.
- 3. The first child to guess what letter makes the sound wins the next turn.
- 4. If no one guesses the letter sound, show students the card and review the sound. The same child stays and chooses the next letter.

Does your name

begin with the letter G?

(See Week 1, Day 4)

Have the children repeat the names and discuss whether or not they can hear the /g/ sound in the name.

Computer Games

(10 minutes / Each child)

Letter Sound Materials:
Games DVD

Grover's In the Nick of Rhyme

(See Week 5, Day 3)

Can you think of something else that rhymes with that?

Alpha Pig's Alphabet Challenge

(See Week 6, Day 3)

What sound does the first letter make?

Quick Review

(5 minutes / Whole Class)

Letter

Materials:

Alphabet Chart Student ABC Cards

Alphabet Song and Tracking

(See Week 5, Day 5)

After the class has sung and tracked, invite children to find and point to the letters **G**, **A**, **T**, **F**, **R**, **O**, **N**, **S** and **P** on their ABC cards.



Week 8:

Objectives:

LETTER

- Children will learn the symbol for the uppercase letters B and
 L, and identify the letters by name.
- Children will recognize the symbols for the uppercase letters
 G, A, T, F, R, N, S, P and O, and identify the letters by name.

SOUNDS

- Children will connect the /b/ and /l/ sounds to the names and symbols of the letters **B** and **L**.
- Children will review the /g/, /a/, /t/, /f/, /r/, /n/, /s/, /p/ and /o/ sounds.
- Children will match rhyming words.

PRINT

- Children will identify the front cover, title and author of a book.
- Children will demonstrate how to open a book and turn the pages.
- Children will recognize the left-right direction of print.

READING

- Children will make predictions about what will happen in a story.
- o Children will retell the events of a story.



See Episode DVD - Disc 2

EPISODE SUMMARY:

The Tortoise and the Hare

Princess Pea and Red are partners in a potato sack race but can't decide whether to go slow and steady, or super fast. The Super Readers fly into the famous race between *The Tortoise and the Hare* to help the friends decide on a winning strategy.

Educational Objectives: This episode teaches kids about good sportsmanship. They also sing the alphabet song, identify the letters, spell the word bell, and change the ending of the story.

Materials:

Episode DVD - Disc 2

G, A, T, F, R, S, P, N

and O letter cards RAFT, STOP, FROG and OPEN Word

Cards

Marker

Chart Paper

Warm Up

(5 minutes / Whole Class)



We've learned a few new letters over 🔏 Can we write one the last few weeks. Does anvone remember the names of those

letters?

Show children the G, A, T, F, R, S, P, N and **O** cards in random order. Have them say the names and make the sound of

the letters as you show them the cards.

Does anyone remember the word that the letters R, A, F, T make?

Show the **RAFT** word card.

Does anyone remember the word that the letters **S, T, O, P** make?

Show the **STOP** word card.

Does anyone remember the word that the letters F, R, O, G make?

Show the **FROG** word card.

Does anyone remember the word we learned that has the letters O, P and N in it?

Show the **OPEN** word card.

Today we are going to learn two new letters, the letter **B** and the letter L. The Letter B looks like this and makes a /b/ sound.

Write the letter **B** on the chart paper.

together?

Skywrite the letter **B** with the children and make the /b/ sound as you write.

The Letter L looks like this and makes a /l/ sound.

Write the letter **L** on the chart paper.

S Can we write one together?

Skywrite the letter **L** with the children and make the /l/ sound as you write.

S The story we're going to see today is called The Tortoise and the Hare. Has anyone ever heard of the word tortoise? In this story hare has a different meaning. Hare is another name for a rabbit.

Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

Let's see how we can help our friends today.

> Play *The Tortoise and the Hare* (Episode DVD 2) and follow Episode Viewing (next page).

Episode Viewing (35 minutes / Whole Class) Letter Print Sound Materials: Episode DVD - Disc 2 Pointer

Alpha Pig needs to write the word GO. He's going to need a letter that makes the /g/ sound. What letter does he need?"

Call on a volunteer to use a pointer to find and point to the letter G.

- **66** Who can find the letter **0**?
- Call on another volunteer to find and point to the letter **O**.
- Have children stand and remind them to get their "Magic Spelling Wands" ready, so they can help Princess Pea write the word **BELL**.
- You all did that so well, let's do it again!
 - Skywrite the letter ${\bf B}$ with the children. Have the children make the $/{\rm b}/{\rm sound}$ as they skywrite.
- **66** Do you see the letter **N**?
- Call on a volunteer to use a pointer to find and point to the letter **N**.

 Repeat for the letters **T** and **A**.

Hands-on Activities

(20 minutes / Small Groups)

Tactile "B" and/or "L" Collages

What is the name of this letter? What sound does B make?

(Same as Week 1, but now letters **B** and **L**)

Letter	Prin
Sound	

Playdough/Clay

(Same as Week 1, but now letters **B** and **L**)

Can you make the letter B? How many letters can you

make? What sound does B make?

Repeat for letter L.

Sorting Letters

Repeat for letter L.

(Same as Week 1. but now letters **B** and **L**)

Can you find the letter B?How many letters can you find?What sound does this letter make?

Repeat for letter L.

How are B and P alike/different?

Free Writing

(Same as Week 1, but now letters **B** and **L**)

Can you write the letter B? How many letters can you write? What sound does B make? Do you have a B in your name?

Repeat for letter L.

Materials:

Construction paper School Glue Plastic / Foam Letters Unlined paper / Newsprint Crayons / Markers /

Colored Pencils Playdough

How are B and P alike/different?

Independent Reading or Reading with a Friend

(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where is the author's name? Where do I go next? Where do I start reading?

Focused Viewing

(20 minutes / Whole Class)

Letter Print Sound

Materials:

Focused DVD – Weeks 6-10 (8) Pointer

- Alpha Pig needs to write the word
- GO. He's going to need a letter that makes the /g/ sound. What letter does he need?

Call on a volunteer to use a pointer to find and point to the letter **G**.

66 Who can find the letter **0**?

2

Call on another volunteer to find and point to the letter **O**.

You all did that

so well, let's do it again! This time let's use our wands to write the letter **B** on our hands.

Write the letter **B** on your hand with the children. Have the children make the /b/ sound as they skywrite.

Solution Do you see the letter N?

5

Call on a volunteer to use a pointer to find and point to the letter ${\bf N}$. Repeat for the letters ${\bf T}$ and ${\bf A}$

Hands-on Activities

(15 minutes / Whole Class)

Letter Print

Materials:

Who Stole the Cookies Poem Chart Name Cards

Who Stole the Cookies?

- 1. Read the poem chart to the children using a pointer to point to the words as you read.
- 2. Read the poem again and have the children repeat each line after you.
- 3. Call on children individually to place their name card on the chart.
- 4. Once the children are familiar with the poem, call on volunteers to point to the words as the rest of the children read.

Computer Games

(10 minutes / Each child)

Letter Sound

Materials:
Games DVD

Grover's In the Nick of Rhyme

(See Week 5, Day 3)

Can you think of something else that rhymes with that?

Princess Presto's Spelling Challenge

Select the Alphabet Challenge on the Games DVD. Set the game to the 'Easy' setting. Keep children engaged by asking questions:

What letter do you think that word starts with? What letter makes that sound?



GAME DESCRIPTION:

Princess Presto's Spelling Challenge

Children are given a word to spell and are told the sounds to find to spell the word.

Focused Viewing

(25 minutes / Whole Class)

Letter Print
Sound

Materials:

Focused DVD — Weeks 6-10 (8) Pointer

(Repeat Day 2's Focused Viewing exercise)

Hands-on Activities

(15 minutes / Whole Class)

Letter

Guess My Letter

(See Week 7, Day 4)

Variation: Children can say the name of an object that begins with the letter.

Does your name begin with the letter B or L?

(See Week 1, Day 4)

Have the children repeat the names and discuss whether or not they can hear the /b/ sound in the name. Repeat using the letter **L** and the /l/ sound.

Materials:

B, L, G, A, T, F, R, S, P, N and O Letter Cards Large Envelope Name Cards Does Your Name Start

with ___? Chart Letter B & L Cards

Computer Games

(10 minutes / Each child)

Letter

Materials:
Games DVD

Grover's In the Nick of Rhyme

(See Week 5, Day 3)

Can you think of something else that rhymes with that?

Princess Presto's Spelling Challenge

(see this week, Day 3)

What letter do you think that word starts with? What letter makes that sound?

Quick Review

(5 minutes / Whole Class)

Letter

Materials:

Alphabet Chart Student ABC Cards

Alphabet Song and Tracking

(See Week 1, Day 5)

After the class has sung and tracked, invite the children to find and point to the letters **B**, **L**, **G**, **A**, **T**, **F**, **R**, **O**, **N**, **S** and **P** on their ABC cards.



Week 9.

Objectives:

LETTER

- Children will learn the symbol for the uppercase letters I and X, and identify the letters by name.
- Children will recognize the symbols for the uppercase letters B, L,
 G, A, T, F, R, N, S, P and O, and identify the letters by name.

SOUNDS

- Children will connect the /i/ and /x/ sounds to the names and symbols of the letters I and X.
- Children will review the /b/ /l/, /g/, /a/, /t/, /f/, /r/, /n/, /s/, /p/ and /o/ sounds.

PRINT

- o Children will identify the front cover, title and author of a book.
- Children will demonstrate how to open a book and turn the pages.
- o Children will recognize the left-right direction of print.

READING

- Children will make predictions about what will happen in a story.
- o Children will retell the events of a story.
- Children will connect a story to their own lives.
- o Children will change sentences in a story.



See Episode DVD - Disc 2

EPISODE SUMMARY:

Hansel and Gretel

See Week 6

Warm Up

(5 minutes / Whole Class)



I Today we are going to

We've learned a few new letters over the last few weeks. Does anyone remember the names of those letters?

Show children the **B, L, G, A, T, F, R, S, P, N** and **O** cards in random order. Have them say the names and make the sound of the letters as you show them the cards.

Does anyone remember the word that starts with **B** and has two **L**s?

Show the **BELL** word card.

Does anyone remember the word that the letters **R**, **A**, **F**, **T** make?

Show the **RAFT** word card

Does anyone remember the word that the letters **S, T, O, P** make?

Show the **STOP** word card.

Does anyone remember the word that the letters **F, R, O, G** make?

Show the FROG word card.

Does anyone remember the word we learned that has the letters **O**, **P** and **N** in it?

Show the **OPEN** word card.

Materials:

Episode DVD - Disc 2 B, L, G, A, T, F, R, S, P, N and O letter cards

BELL, RAFT, STOP, FROG and OPEN word cards

Chart paper and marker

the letter I and the letter

X. The Letter I looks like this and makes a /i/ sound.

Write the letter I on the chart paper.

Can we write one together?

Skywrite the letter I with the children and make the /i/ sound as you write.

The Letter **X** looks like this and makes a /x/ sound.

Write the letter **X** on the chart paper.

66 Can we write one together?

Skywrite the letter **X** with the children and make the /x/ sound as you write.

- We are going to watch Hansel and Gretel again but this time we will be looking for the letters I and X.
- Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

What letters are we looking for?

I and X.

Play *Hansel and Gretel* (Episode DVD 2) and follow Episode Viewing (next page).

Episode Viewing (35 minutes / Whole Class) Letter Print Sound Materials: Episode DVD - Disc 2 Pointer

- Can you say, "Peter Piper's Pickled Peppers?" What sound do you hear at the beginning of all those words? What letter makes that sound?
- Does anyone see the letter F?
- Call on a volunteer to use a pointer to find and point to the **F**.
- Does anyone see the letter R?
- Call on a volunteer to use a pointer to find and point to the **R**.
- **66** Does anyone see the letter **T**?
- Call on a volunteer to use a pointer to find and point to the **T**.
- **5** Prepare for skywriting.
- What letters are in the word **FIX**?
- Call on volunteer(s) to name the letters and use a pointer to point to the letters **F, I, X**.

Hands-on Activities

(20 minutes / Small Groups)

Letter	Prin
Sound	

Playdough/Clay

Tactile "I" and/or "X" Collages

(Same as Week 1, but now letters \mathbf{I} and \mathbf{X})

What is the name of this letter? What sound does I make?

Repeat for letter X.

Sorting Letters

(Same as Week 1, but now letters **I** and **X**)

Can you find the letter I? How many letters can you find? What sound does I make? How does I look different from other letters?

Repeat for letter X.

Free Writing

(Same as Week 1, but now letters **I** and **X**)

Can you write the letter I? How many letters can you write? What sound does I make? Do you have an I in your name?

Repeat for letter X.

Materials:

Construction paper

School Glue

Plastic / Foam Letters

Unlined paper / Newsprint

Crayons / Markers / Colored Pencils

Playdough

(Same as Week 1, but now letters **I** and **X**)

Can you make the letter I? How many letters can you make? What sound does I make?

Repeat for letter X.

Independent Reading or Reading with a Friend

(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where is the author's name? Where do I go next? Where do I start reading?

Focused Viewing

(20 minutes / Whole Class)

Letter Print Sound Materials:

Focused DVD — Weeks 6-10 (9)

66 Does anyone see the letter **F**?

Call on a volunteer to use a pointer to find and point to the **F**.

Does anyone see the letter R?

2

Call on a volunteer to use a pointer to find and point to the **R**.

- **S** Does anyone see
- 3 the letter **T**?

Call on a volunteer to use a pointer to find and point to the **T**.

What letters are in the word **FIX**?

5

Call on volunteer(s) to name the letters and use a pointer to point to the letters **F, I, X**.

Hands-on Activities

(15 minutes / Whole Class)

Print Read Materials:

Bee-bim Bop

Read Aloud: Bee-bim Bop

- 1. Show children the cover of the book, point to the title and ask if anyone remembers the title of the book.
- 2. Point out the name of the author and ask if someone can tell you what the author does.
- 3. Point out the name of the illustrator (if applicable) and ask if someone can tell you what the illustrator does.
- 4. Read the story, running your finger under the words as you read.
- 5. After reading, ask the children questions that will help them connect the story to their own lives, for example, what are your favorite dishes, how are they made, what did this story make you think about, etc.

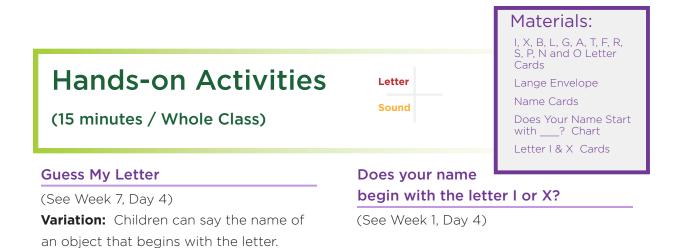
Computer Games (10 minutes / Each child)	Letter Sound Read	Materials: Games DVD
Storybook Creator (See Week 1, Day 3)	Alpha Pig's Alphabet Challenge	
	(See Week 6, Day 3)	

What is the title of your book? How did you change the story?

What sound does the first letter make?

Focused Viewing (25 minutes / Whole Class) Letter Print Focused DVD — Weeks 6-10 (9) Pointer

(Repeat Day 2's Focused Viewing exercise)



Computer Games

(10 minutes / Each child)

Letter	Print
Sound	Read

Materials:
Games DVD

Story Creator

(See Week 1, Day 3)

What is the title of your book? How did you change the story?

Alpha Pig's Alphabet Challenge

(See Week 6, Day 3)

What sound does the first letter make?

Quick Review

(5 minutes / Whole Class)



Materials:

Alphabet Chart Students ABC Cards

Alphabet Song and Tracking

(See Week 5, Day 5)

After the class has sung and tracked, invite the children to find and point to the letters I, X, B, L, G, A, T, F, R, O, N, S and P on their ABC cards.



Week 10:

Objectives:

LETTER

- Children will learn the symbol for the uppercase letter **E** and identify the letter by name.
- Children will recognize the symbols for the uppercase letters I, X,
 B, L, G, A, T, F, R, N, S, P and O, and identify the letters by name.

SOUND

- \circ Children will connect the /e/ sound to the name and symbol of the letter E.
- Children will review the /i/, /x/, /b/ /l/, /g/, /a/, /t/, /f/, /r/, /n/, /s/, /p/ and /o/ sounds.

PRINT

- o Children will identify the front cover, title and author of a book.
- Children will demonstrate how to open a book and turn the pages.
- Children will recognize the left-right direction of print.

READING

- Ochildren will make predictions about what will happen in a story.
- o Children will retell the events of a story.
- o Children will change sentences in a story.



See Episode DVD - Disc 2

EPISODE SYNOPSIS:

The Tortoise and the Hare

See Week 8

Warm Up

(5 minutes / Whole Group)



We've learned a few new letters over the last few weeks. Does anyone remember the names of those letters?

Show children the I, X, B, L, G, A, T, F, R, S, P, N and O cards in random order. Have them say the names and make the sound of the letters as you show them the cards.

Does anyone remember the word that starts with **B** and has two **L**s?

Show the **BELL** word card

Does anyone remember the word that the letters **R**, **A**, **F**, **T** make?

Show the **RAFT** word card.

Does anyone remember the word that the letters **S, T, O, P** make?

Show the **STOP** word card.

Does anyone remember the word that the letters **F, R, O, G** make?

Show the **FROG** word card.

Does anyone remember the word we learned that has the letters **O**, **P** and **N** in it?

Show the **OPEN** word card

Today we are going to learn a new letter, the letter **E**. The Letter **E** is in the words **OPEN** and **BELL**, it makes an /e/ sound.

Show the OPEN and BELL cards, point to the letter **E** and have the children say the words.

I'm going to write it on the chart paper. Can we write one together?

Skywrite the letter **E** with the children and make the /e/ sound as you write.

- We are going to watch *The*Tortoise and the Hare again but
 this time we will be looking for
 the letter **E**.
- Are you ready to be Super Readers? Do you remember what your special name is?

Super Me.

Mhat letter are we looking for?

E.

Play *The Tortoise and the Hare* (Episode DVD 2) and follow Episode Viewing (next page).

Episode DVD - Disc 2

I, X, B, L, G, A, T, F, R, S, P, N and O Letter

BELL, RAFT, STOP, FROG and OPEN Word Cards

Chart Paper Marker

Episode Viewing (35 minutes / Whole Class) Letter Print Episode DVD - Disc 2 Pointer

Alpha Pig needs to write the word GO. He's going to need a letter that makes the /g/ sound. What letter does he need?

Call on a volunteer to use a pointer to find and point to the letter G.

- Who can find the letter **O**?
- Call on another volunteer to find and point to the letter **O**.
- Have children stand and remind them to get their "Magic Spelling Wands" ready, so they can help Princess Pea write the word **BELL**.
- You all did that so well, let's do it again!
- Skywrite the letter **B** with the children.
- 66 Have the children make the /b/ sound as they skywrite.
- **5** Repeat for the letter **E**.
- **66** Do you see the letter **N**?
 - Call on a volunteer to use a pointer to find and point to the letter **N**.

Repeat for the letters **T, E** and **A**.

6

Hands-on Activities

(20 minutes / Small Groups)

Letter	Prin
Sound	

Tactile "E" Collages

(Same as Week 1, but now letter **E**)

What is the name of this letter? What sound does E make?

Sorting Letters

(Same as Week 1, but now letter **E**)

Can you find the letter E? How many letters can you find? What sound does E make? How are E and F alike/different?

Free Writing

(Same as Week 1, but now letter **E**)

Can you write the letter E? How many letters can you write? What sound does E make? Do you have the letter E in your name?

Playdough/Clay

(Same as Week 1, but now letter **E**)

Can you make the letter
E? How many letters can you
make? What sound does E make?
How are E and F alike/different?

Independent Reading or Reading with a Friend

(Same as Week 1)

Can you show me the cover of the book? Where is the title of the story? Where is the author's name? Where do I go next? Where do I start reading?

Materials:

Construction paper

School Glue

Plastic / Foam Letters

Unlined paper / Newsprint

Crayons / Markers / Colored Pencils

Playdough

Focused Viewing

(20 minutes / Whole Class)

Letter Print Sound

Materials:

Focused DVD — Weeks 6-10 (10)

Alpha Pig needs to write the word

GO. He's going to need a letter that makes the /g/ sound. What letter does he need?

Call on a volunteer to use a pointer to find and point to the letter **G**.

2

Who can find the letter **O**?

Call on another volunteer to find and point to the letter **O**.

You all did that so well, let's do it again! Let's use our wands to write the letter **B** on the floor/rug this time.

Trace the letter **B** on the floor/rug with the children. Have the children make the /b/ sound as they write.

- 4 Repeat for the letter **E**.
- Do you see the letter N?
- Call on a volunteer to use a pointer to find and point to the letter **N**. Repeat for the letters **T, E** and **A**.

Hands-on Activities

(15 minutes / Whole Class)

Letter Print Sound

Materials:

Who Stole the Cookies Poem Chart Name Cards

Who Stole the Cookies?

(See Week 8, Day 2)

Computer Games

(10 minutes / Each child)

Letter	Print
Sound	Read

Materials:
Games DVD

Storybook Creator

(See Week 1, Day 3)

What is the title of your book? How did you change the story?

Princess Pea's Spelling Challenge

(See Week 8, Day 3)

What letter do you think that word starts with? What letter makes that sound?

Focused Viewing

(25 minutes / Whole Class)



Materials:

Focused DVD — Weeks 6-10 (10) Pointer

(Repeat Day 2's Focused Viewing exercise)

Hands-on Activities

(15 minutes / Whole Class)

Letter Sound

Materials:

E, I, X, B, L, G, A, T, F, R, S, P, N and O Letter Cards

Large Envelope

Name Cards

Does Your Name Start with ____? Chart Letter E Card

Guess My Letter

(See Week 7, Day 4)

Variation: Children can say the name of an object that begins with the letter.

Does your name begin with the letter E?

(See Week 1, Day 4)

Computer Games

(10 minutes / Each child)

Letter	Print
Sound	Read

Materials:

Games DVD

Storybook Creator

(See Week 1, Day 3)

What is the title of your book? How did you change the story?

Princess Pea's Spelling Challenge

(See Week 8, Day 3)

What letter do you think that word starts with? What letter makes that sound?

Quick Review

(5 minutes / Whole Class)

Letter

Materials:

Alphabet Chart Student ABC Cards

Alphabet Song and Tracking

(See Week 5, Day 5)

After the class has sung and tracked, invite the children to find and point to the letters **E, I, X, B, L, G, A, T, F, R, O, N, S** and **P** on their ABC cards.

PBS Kids

Project Rationale:

Emergent Literacy

Introduction

This project is part of the U.S. Department of Education's Ready to Learn Initiative, which has funded scores of projects to see how PBS television programming, computer games and other media can be used to prepare children for the learning they will do in school. In our project, we examine how PBS TV programs and computer games can be used in preschool classrooms to help children get ready to read. To do this, we used the latest research on literacy to design a 10-week curriculum for preschool teachers to use. The curriculum brings together everyday preschool events like reading books and hands-on activities with viewing PBS TV programs and playing computer games.

The following is a quick introduction to literacy for preschoolers based on the research that shaped our curriculum. First, we explain how early literacy skills are thought to develop. Then, we present more specific information about each of the early literacy skills that are part of our curriculum.

Literacy Development

Current research on literacy development suggests that learning to read is a process that begins before formal schooling.

Researchers have identified several

"emergent literacy skills," their term for the first skills children master as they learn to read. Emergent literacy skills include knowing letter names and letter sounds, as well as having phonological awareness, concepts of print, and oral language skills. Vocabulary and comprehension are also important, and continue to grow throughout life. Some researchers have found that children pass through stages of literacy development and learn one emergent literacy skill at a time. Others believe that some emergent literacy skills are interrelated and develop together. In our curriculum, we assume children learn more than one emergent literacy skill at a time. We include activities to support letter naming, letter sounds, phonological awareness, concepts of print, and oral language throughout the 10-week period. We also introduce vocabulary words and include comprehension in teacher-led activities.

Letter Names

Even though children may sing the alphabet song or see the ABCs in their preschools, they usually do not learn letter names in alphabetical order. Instead, children learn letters in their names first, as well as O (because both capital and lowercase Os are the same shape) and A (as it is the

first letter of the alphabet). Children tend to learn capital letters before they learn lowercase ones. Because the shapes of English letters are arbitrary, explicit instruction on letter names and memorization of them are recommended by some experts in the field. Adults also can use alphabet books to teach letter names, especially books that present letters without a story, emphasizing alphabet knowledge rather than comprehension. In our curriculum, we focus on 14 letter names. plus the first letters of students' names. With only 10 weeks of instructional time, we chose to include only capital letters in the curriculum. Letter names are explicitly taught and repeated often to promote memorization.

abilities like rhyming, counting sounds in words, matching sounds, and blending sounds. When children have phonological awareness, it helps them understand that letters represent different sounds.

Oral language is associated with phonological awareness and concepts of print. Adults can stimulate oral language development by speaking with children, asking open-ended questions, reading stories multiple times, having children actively participate in reading events, and by using story props. In our curriculum, children hear letter sounds, sentences, rhymes, and stories. Activities encourage speech with peers and with teachers, as well as matching sounds.

Letter Sounds

Children generally learn letter sounds after they have learned letter names and tend to link sounds to uppercase letters first. They also learn sounds at the beginning of their names early on. When they hear sounds in words, children focus on the initial sounds at first, but eventually attend to final sounds and then middle sounds. In our curriculum, letter sound instruction uses the same 14 capital letters that are used to teach letter names. We introduce letter sounds alone and within words, especially at the beginning of words.

Phonological Awareness & Oral Language

Phonological awareness and oral language are both about speech. Phonological awareness is the awareness of sounds in spoken words and includes several

Concepts of Print

Also known as print awareness, "concepts of print" refers to the awareness that print has form and conveys meaning. Concepts of print vary from language to language. In English, some key concepts of print are that text is read from left to right, words are separated by spaces, and sentences begin with a capital letter. Concepts of print also relate to books: the author's name appears on the front cover, pages are turned from the right, and sentences can begin on one page and continue on to the next. Children usually begin learning concepts of print through adult-child shared storybook reading. Eye-tracking studies show that non-reading children look at storybook print just six percent of the time; instead, they look at storybook pictures. However, when encouraged by adults during shared reading experiences, researchers have

found that children will learn to look at print by pointing at words and letters, tracking under the text as they read, commenting on print, and questioning about print. In our curriculum, teachers help their students attend to print and learn English concepts of print by tracking print, commenting about print, questioning about print, and pointing out words and letters in print.

Conclusion

We hope this overview answers many of your questions about the curriculum and explains why we use particular activities. At the end of the study, we will be able to compare literacy assessment scores of the children who used the literacy curriculum to the scores of children who did not and see if there are differences. Your participation in the project will help us learn more about literacy and media. Thank you for your help!

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