



LA MESA-SPRING VALLEY SCHOOLS

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[www.lmsvschools.org](http://www.lmsvschools.org)

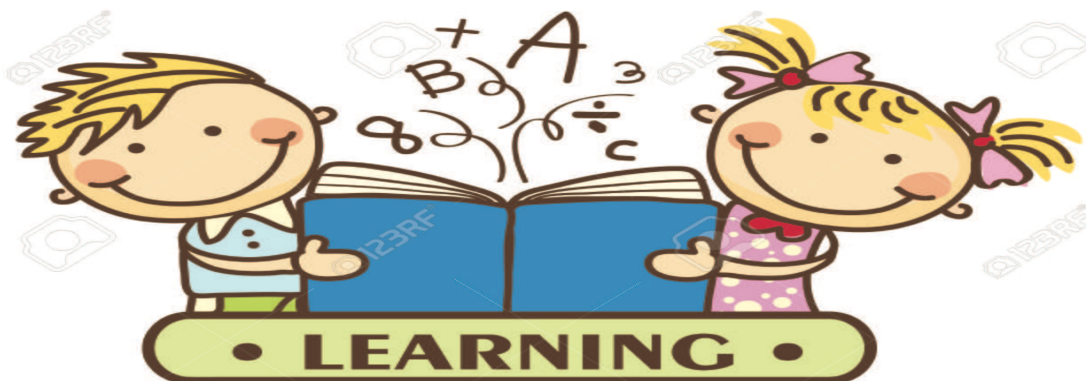
# **HOME INDEPENDENT WORK PACKET**

## **PRESCHOOL**

**SDC, STATE FUNDED,  
AND SMART STEPS**

## **PACKET 1**

### **APRIL 13 - APRIL 24**



Pre-K students should be engaged in a variety of activities while at home. It is most important for families to read and talk to their Pre-K children. Please use the tools below to support continued learning with our youngest students. Included is a sample 3-hour schedule. Please do not feel the need to follow the daily schedule. It is meant as a support and tool for you. If your child attends an afternoon preschool class, it may be beneficial to keep the continuity of afternoon structure and learning.

**Included in this packet:**

**Activity Worksheets:** *You will not do every page of the attached activities. Choose the ones best for your child.*

- Week 1: Literacy, Math and Listening Skills Activity Worksheets
- Week 2: Literacy, Math and Listening Skills Activity Worksheets

**Resources Pages:**

- A cut out schedule that you may use as a visual to help your child know what is coming next. You might work with your child to add some fun pictures to help him/her read the schedule.
- Poems and Nursery Rhymes
- Hand-washing Poster

**Visit our Preschool Learning Resource Page for more ideas:**

English: [sites.google.com/lmsvsd.net/lmsvsdpreschool/](https://sites.google.com/lmsvsd.net/lmsvsdpreschool/)

Spanish: [sites.google.com/lmsvsd.net/educacion-temprana-de-lmsvsd/home](https://sites.google.com/lmsvsd.net/educacion-temprana-de-lmsvsd/home)

## Sample Schedule:

Time of Day	Activity	Description
8:00-8:30 or 11:00-11:30	Breakfast/Lunch and Free Play	Eat and get ready for the day as your child would on a normal school day. Include a hand washing routine before eating. Our students scrub their hands for 20 seconds. Try singing the alphabet song or ask your child to teach you a song he/she sings in class while washing hands.
8:30-8:45 or 11:30-11:45	Focus Activity and Meeting	Focus your child toward what you will be doing for the next segment of your day. Allow for puzzles, books, journals, and small toy exploration. Have him/her practice writing their name daily. If needed, assist them with this at the beginning by using a model for them to trace. Use crayons, markers, pencils, paint brushes, etc. Mix it up. Talk about what you are going to do for the day. Preview activities you have planned and allow for choices. Read a book, nursery rhyme or a poem.
8:45-9:15 or 11:45-12:15	Outdoor/Gross Motor Time	Dedicate this time to movement. If the weather is nice, head outside to run, jump, ride a tricycle, throw, catch – whatever gets your child moving. If going outside is not an option, try to find a place in your home where your child can really move. Play a GoNoodle game on <a href="http://www.gonoodle.com">www.gonoodle.com</a> Pick an activity from this great resource: <a href="http://www.the-special-needs-child.com/Gross-motor-activities">http://www.the-special-needs-child.com/Gross-motor-activities</a>
9:15-9:20 or 12:15-12:20	Hand Washing	Practice those great hand-washing skills. See included poster.
9:20-9:40 or 12:20-12:40	Intentional Teaching Time: <i>You will not do every page of the attached activities. Choose the ones best for your child.</i>	Choose a Literacy or Mathematics and Listening Skill activity from the packet.
9:40-10:40 or 12:40-1:40	Choice Time	This is the time where you allow your child to decide what toys they want to play with. Allow them to play with whatever they like, in the manner that they like (as long as it is safe). This is the time for you to <b>play WITH</b> them. Follow their lead, join in, be a partner in their play. Do not take control. This is a bonding and learning time. Be sure your child cleans up the toys after choice time.
10:40-11:00 or 1:40-2:00	Read Aloud	Enjoy a story with your child. Read a book from your home. Or, find a read aloud story online at <a href="http://storylineonline.net">storylineonline.net</a> or YouTube. Be sure to talk about the story. Make predictions. Ask questions. Have your child retell the story. Be sure to enter your reading on the Reading Log.
11:00-11:20 or 2:00-2:20	Intentional Teaching Time Part 2 <i>You will not do every page of the attached activities. Choose the</i>	Choose a different Literacy or Mathematics and Listening Skill activity from the packet.

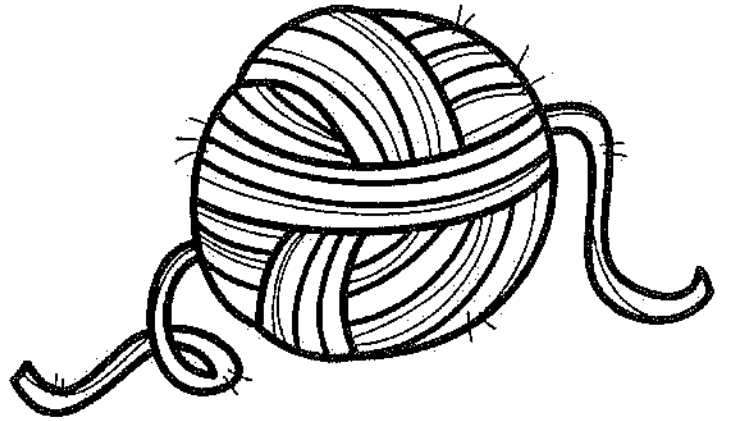
	<i>ones best for your child.</i>	
11:20-11:30 or 2:20-2:30	Music and Movement	Sing songs and dance with your child.

# **Literacy, Math and Listening Skills Activities**

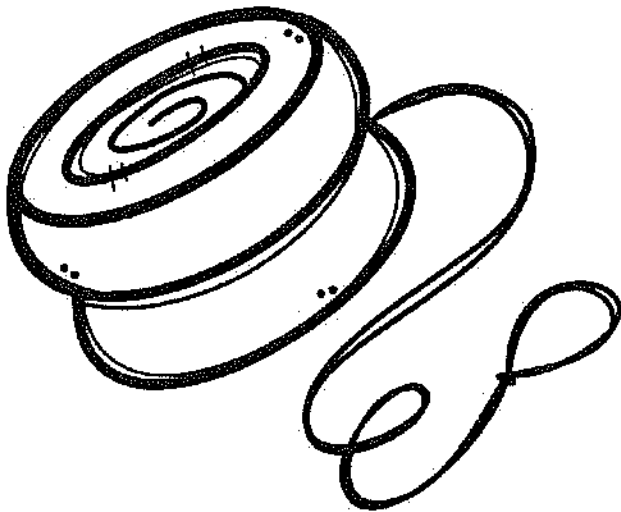
## **Week 1**

**April 13, 2020-April 17, 2020**

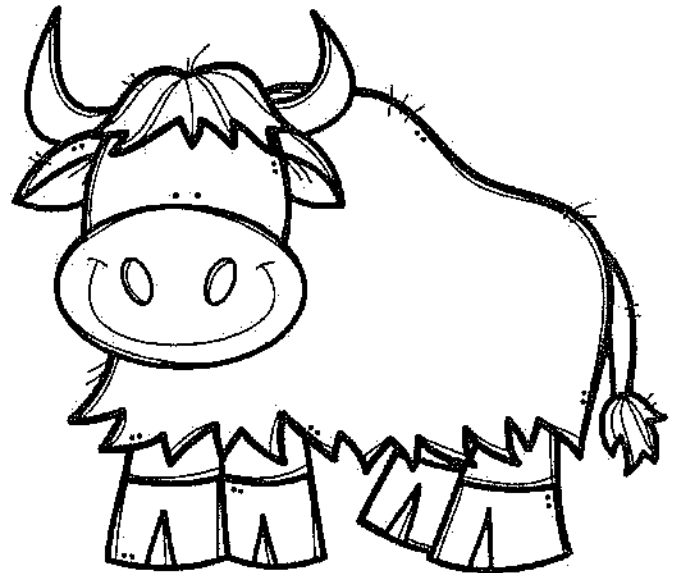
Yy



yarn



yo-yo

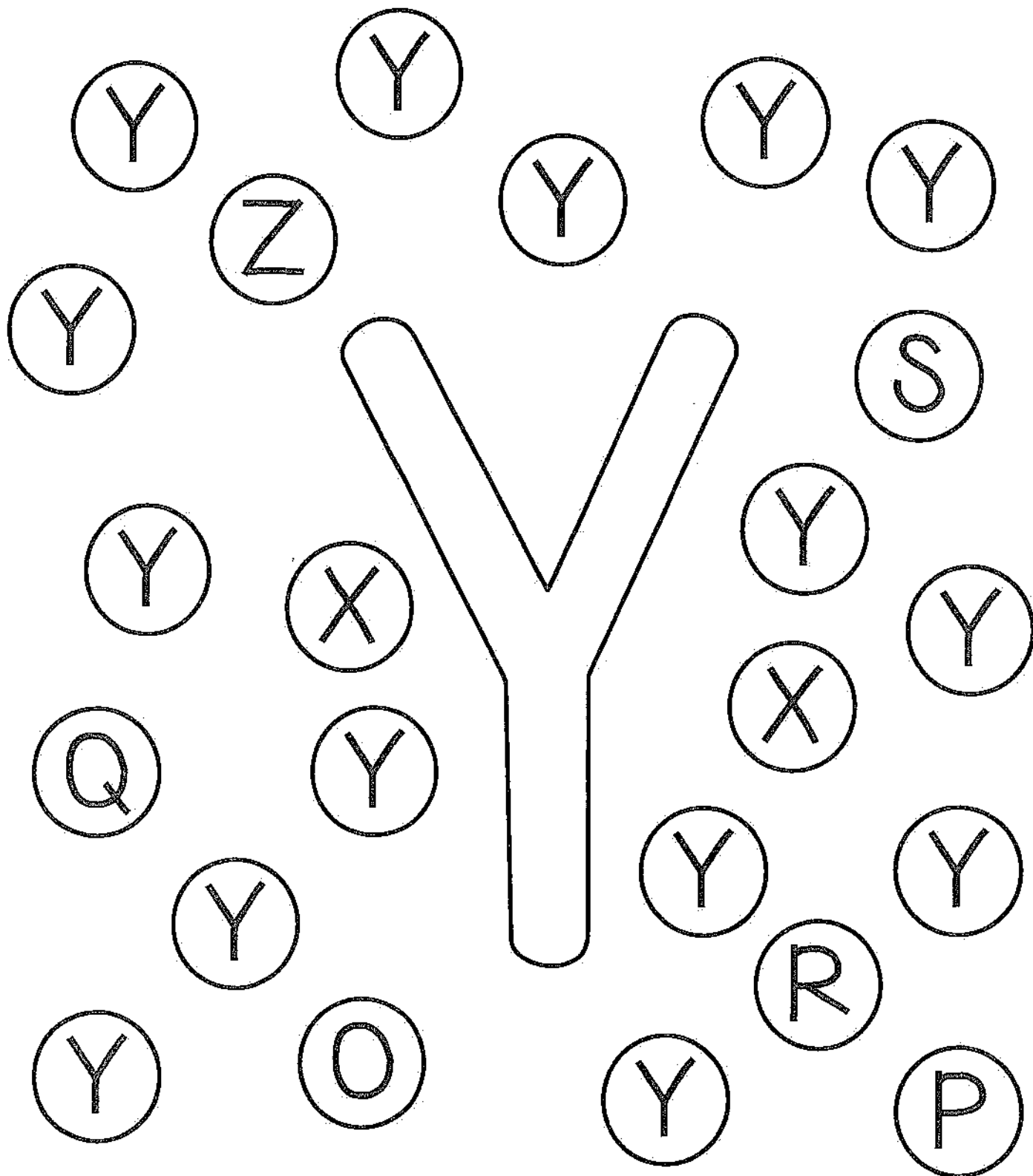


yak

Name : \_\_\_\_\_

Date : \_\_\_\_\_

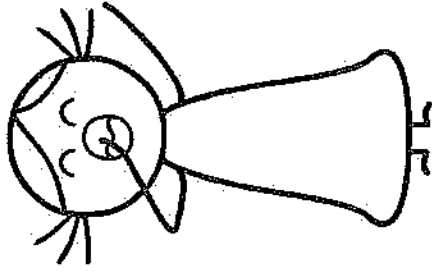
# Dab or color letter Y



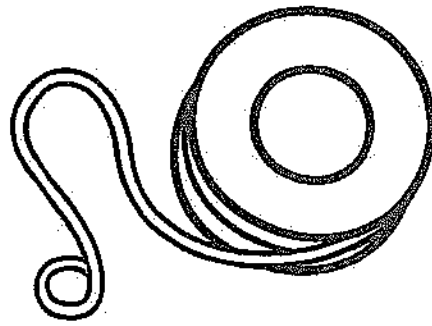
Name \_\_\_\_\_

I can color, cut and staple the pictures to make a flip-book.

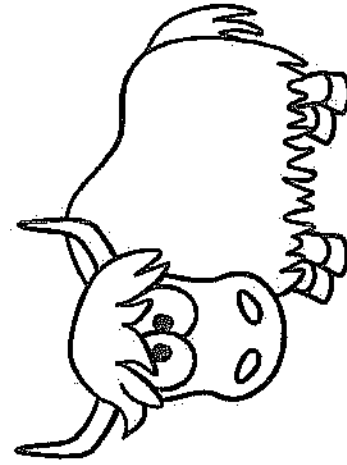
# Yy is for



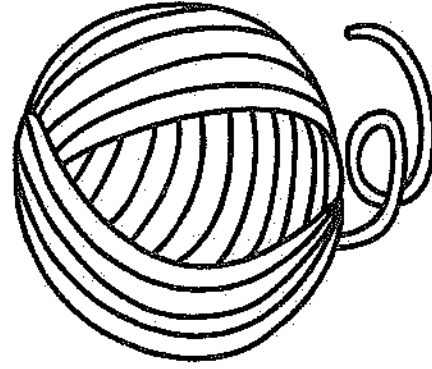
yawn.



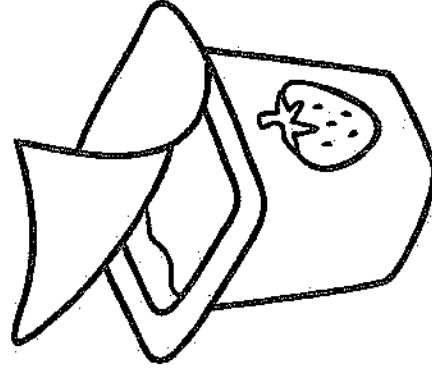
yo-yo.



yak.



yarn.

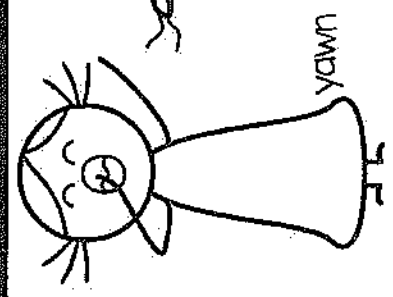
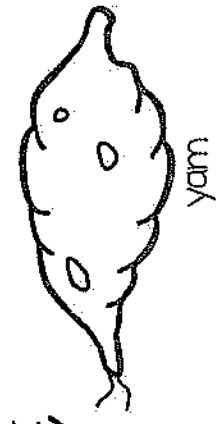
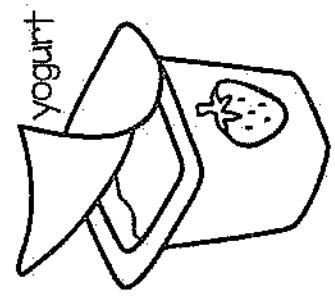
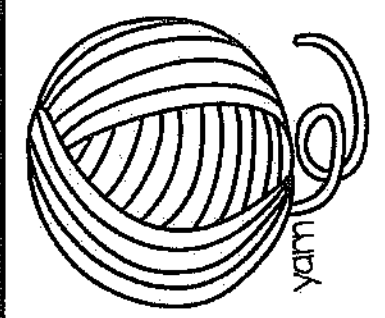
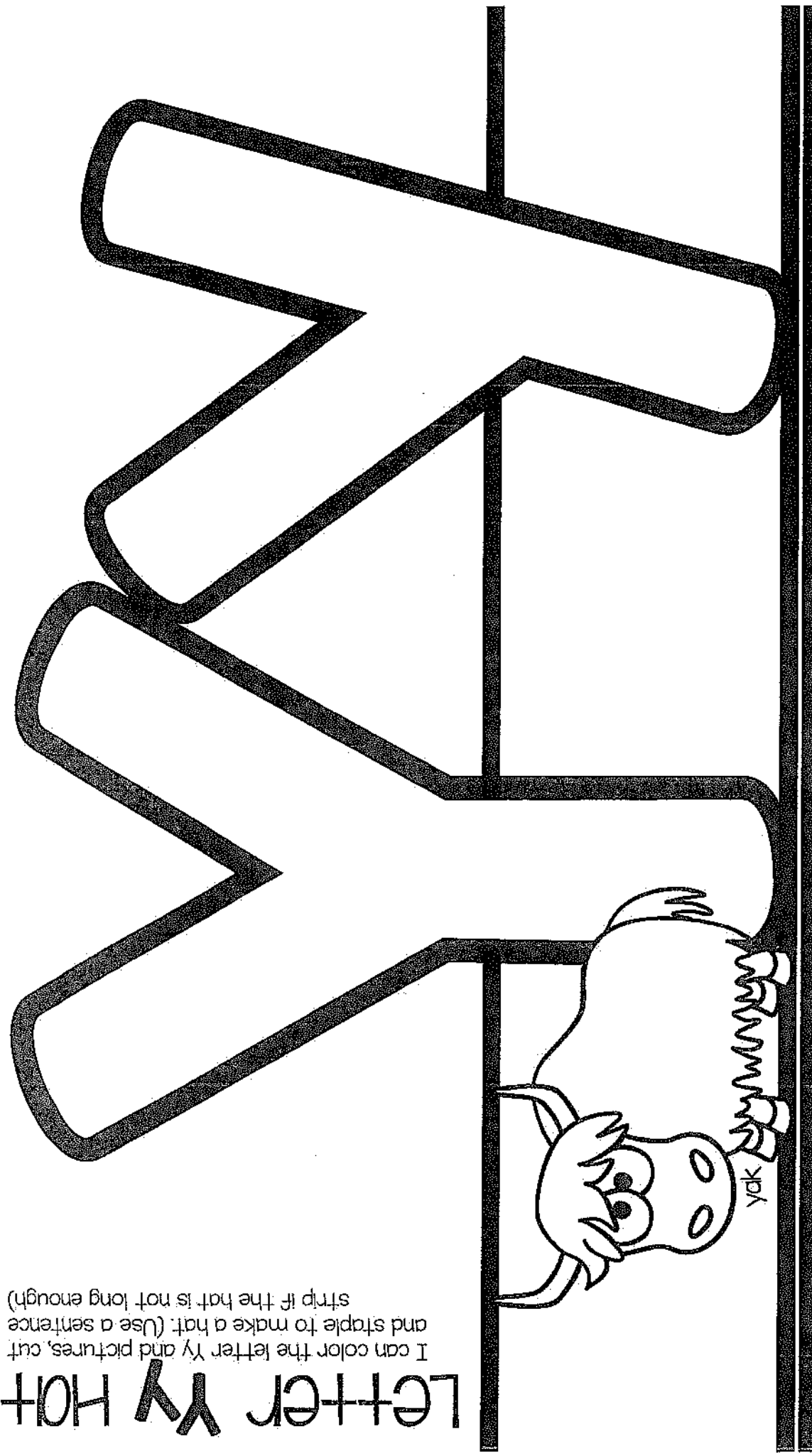


yogurt.



# Letter Yy Hat

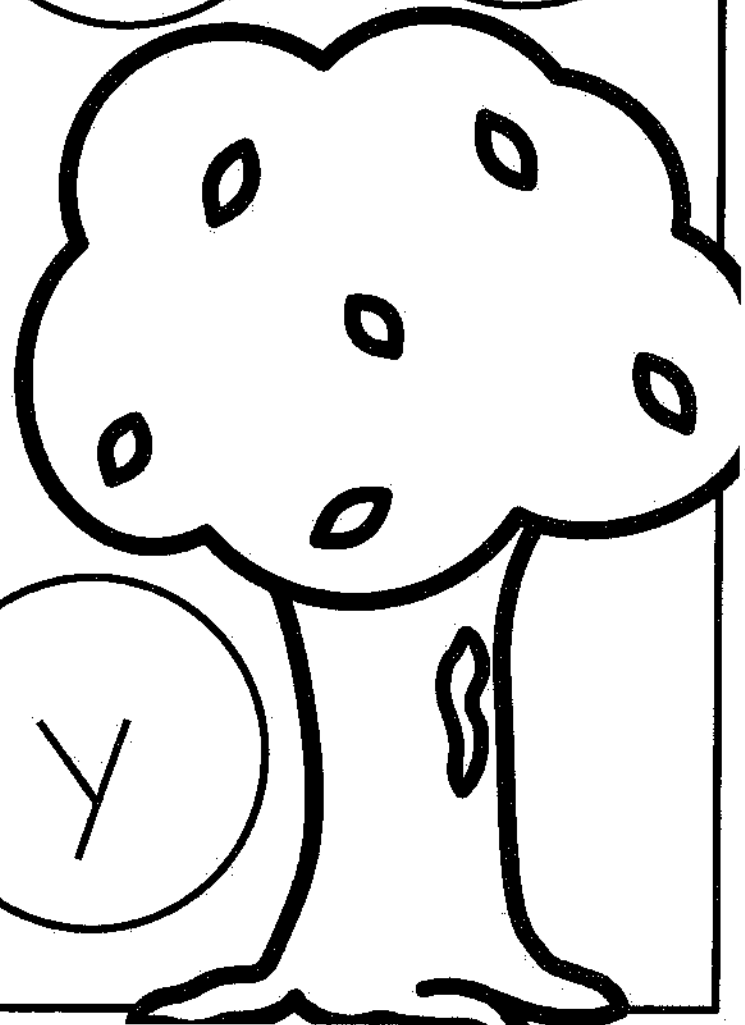
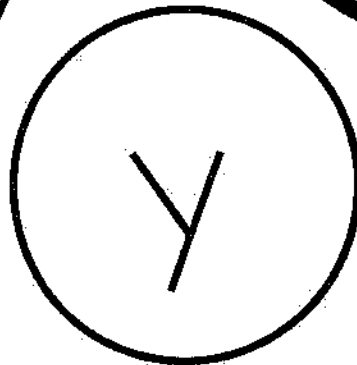
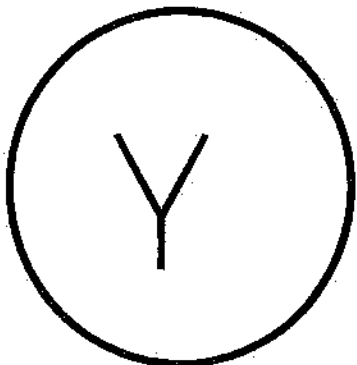
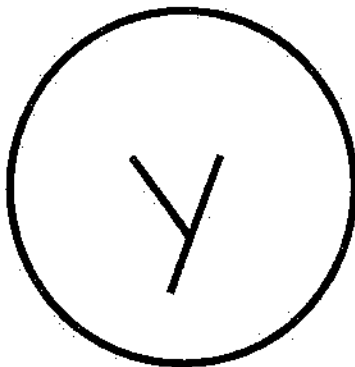
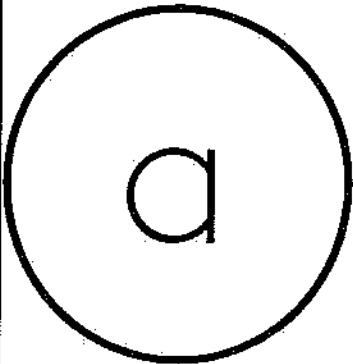
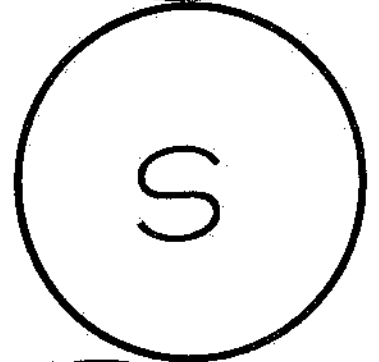
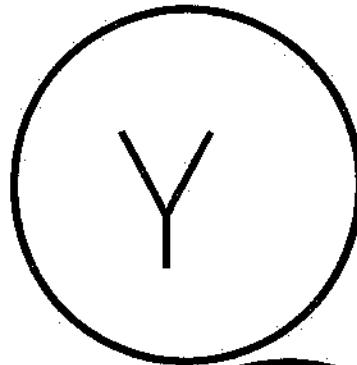
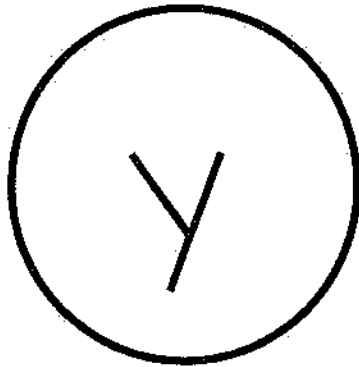
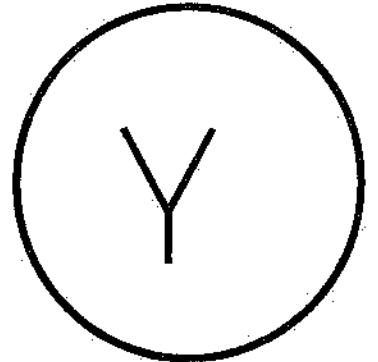
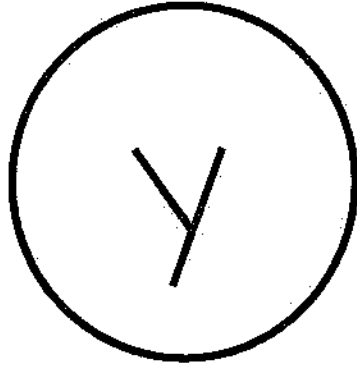
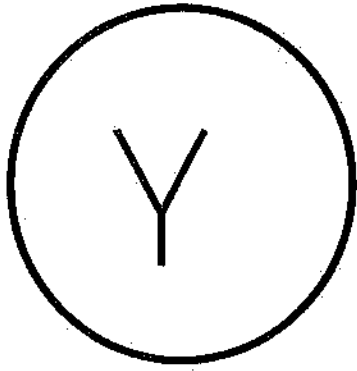
I can color the letter Yy and pictures, cut and staple to make a hat. (Use a sentence strip if the hat is not long enough)



# Search & Find

Name: \_\_\_\_\_ Date: \_\_\_\_\_

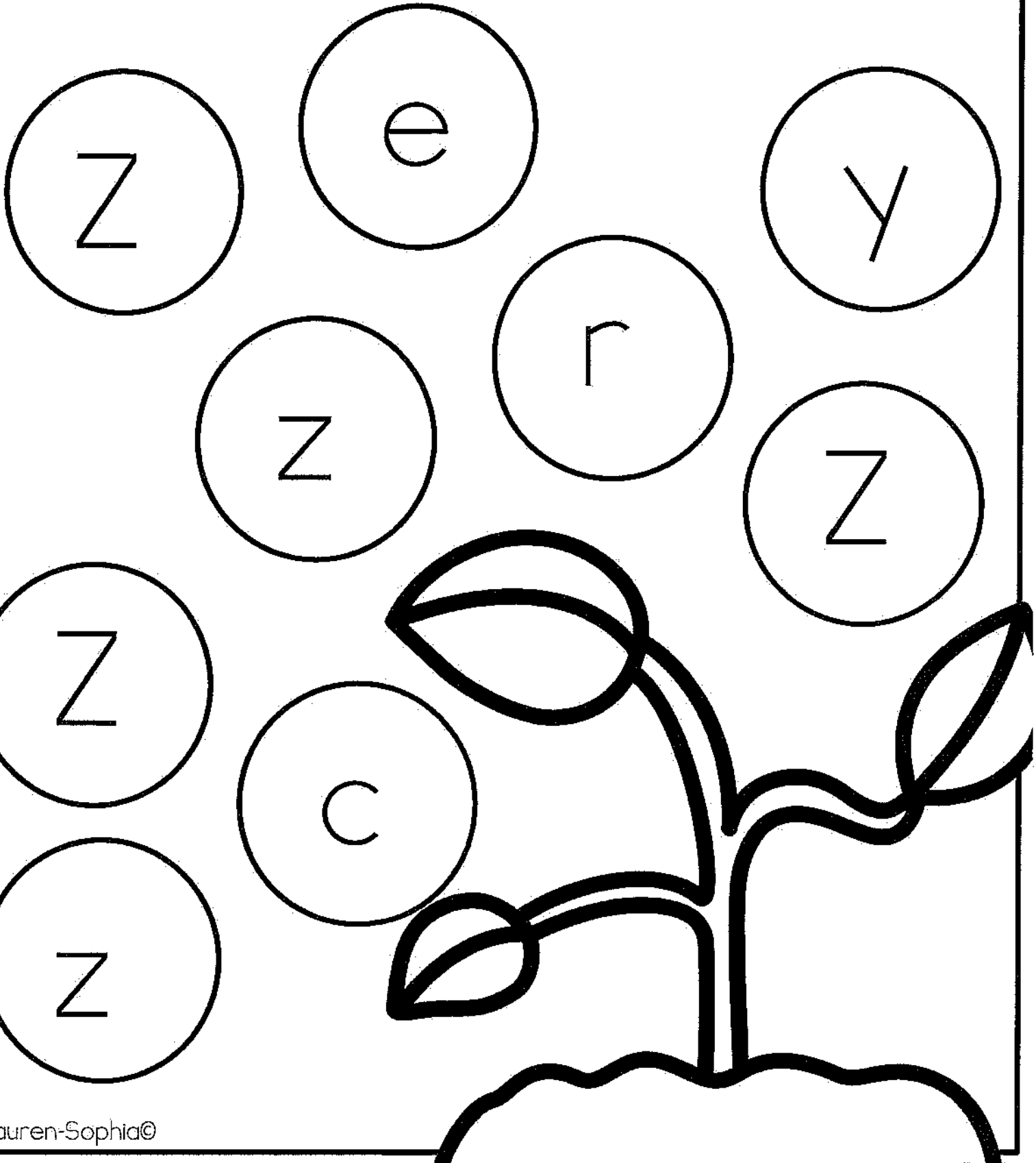
Directions: Color every letter Yy.



# Search & Find

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Color every letter Zz.

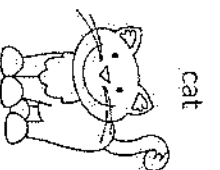


Name \_\_\_\_\_

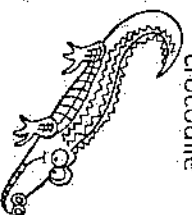
# Feather, Fur or Scales



Feathers				
Fur				
Scales				



cat



crocodile



rooster



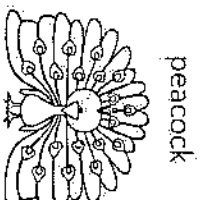
dog



panda



snake



peacock



duck



lizard



ostrich



fish

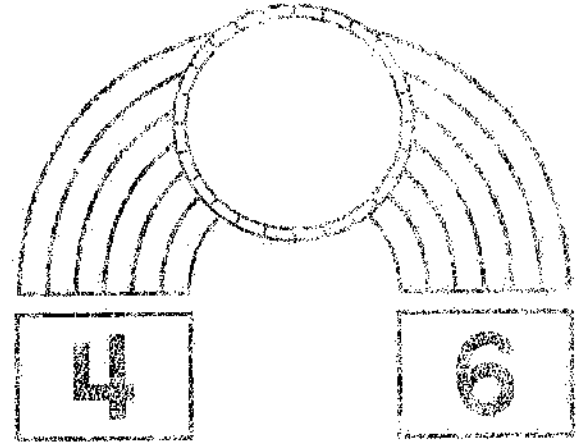
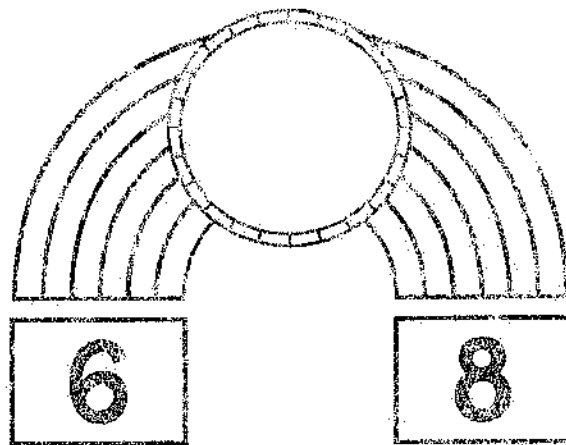
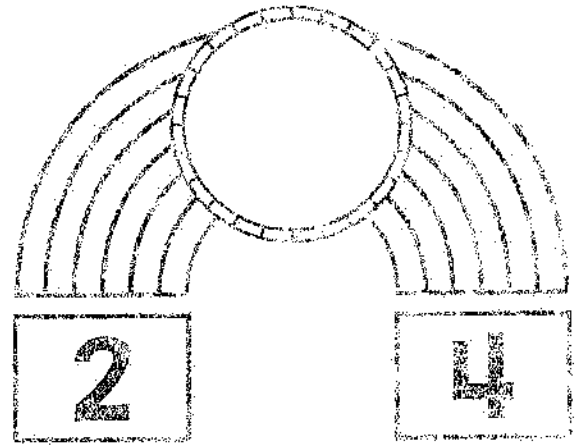
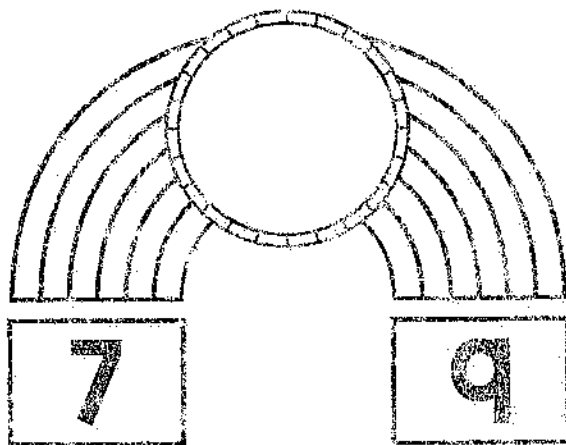
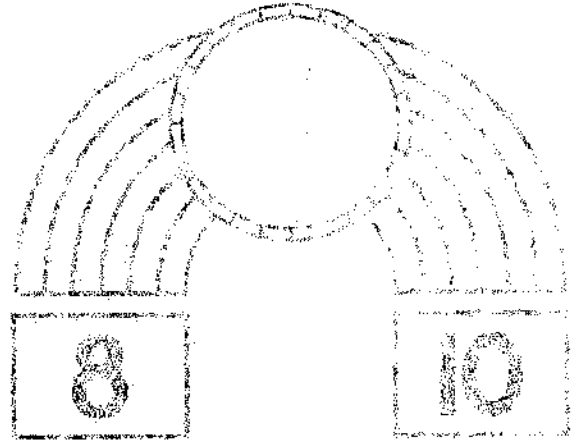
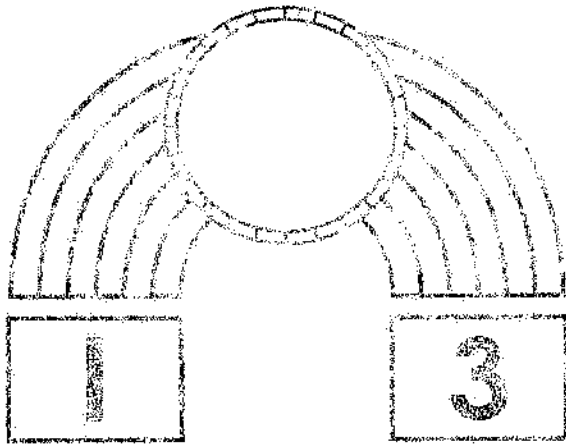


leopard

Name: \_\_\_\_\_

# Missing Numbers

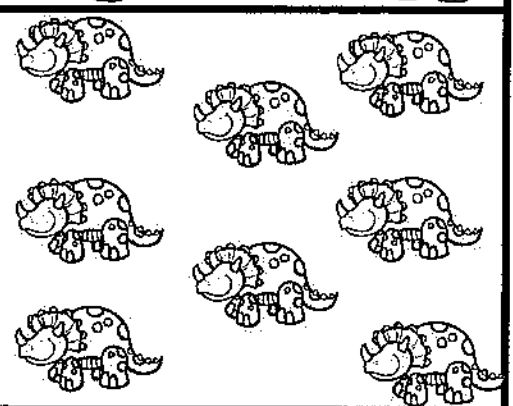
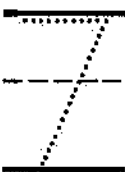
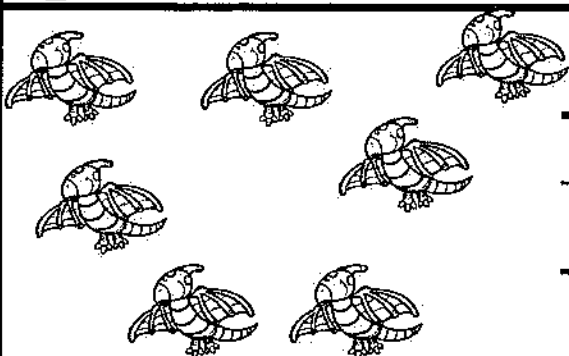
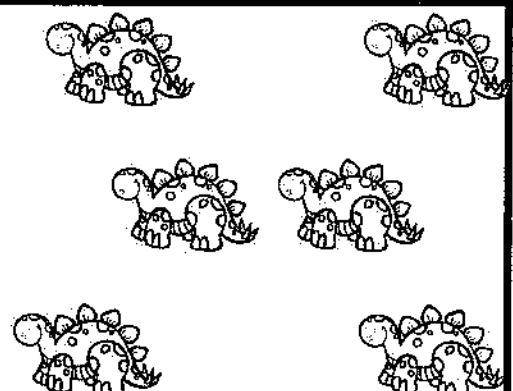
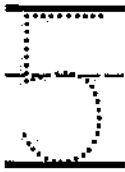
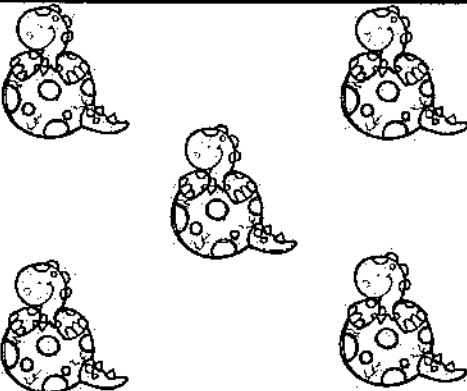
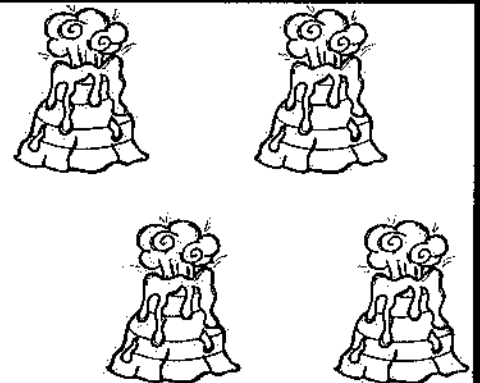
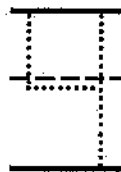
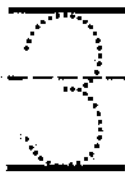
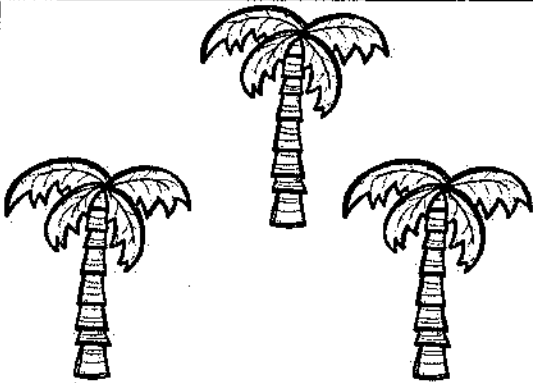
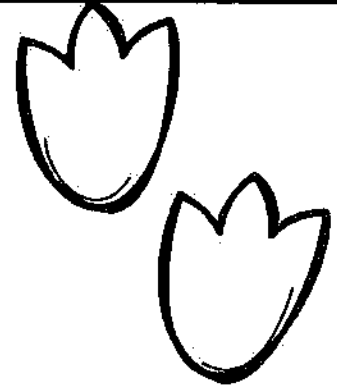
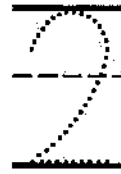
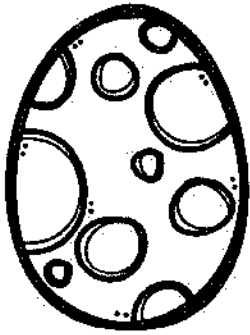
Write the missing middle numbers in the empty coins.



# Color, Count, and Trace

Name: \_\_\_\_\_ Date: \_\_\_\_\_

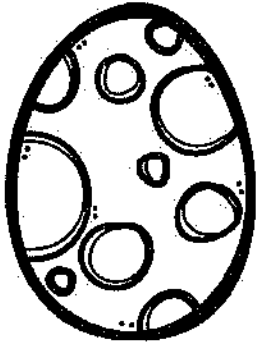
Directions: Color and count the pictures. Then, trace the numbers.



# Color and Trace

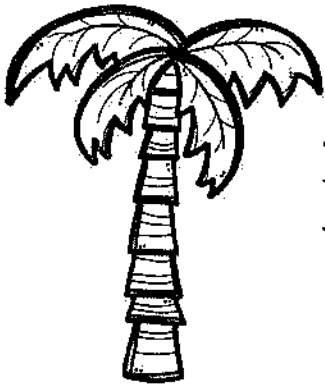
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Trace the words, and color the pictures.



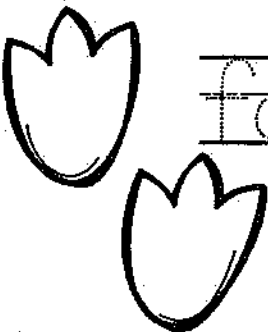
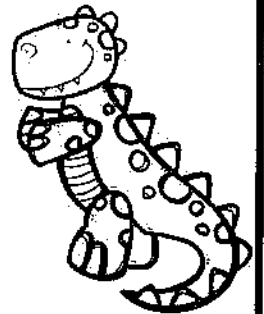
egg

rocks



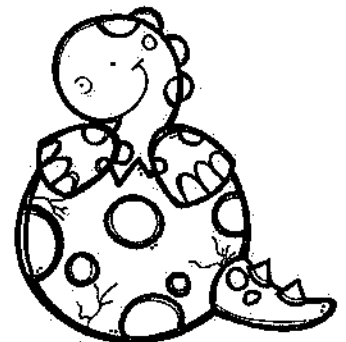
tree

T-Rex



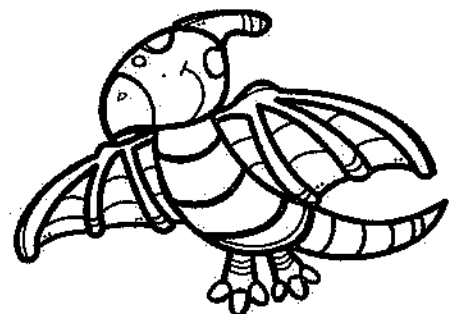
footprints

baby



volcano

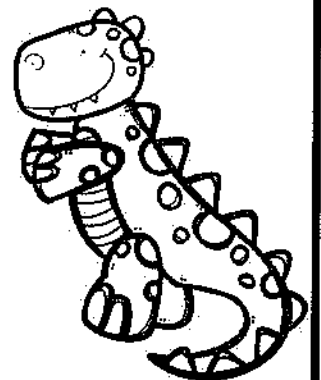
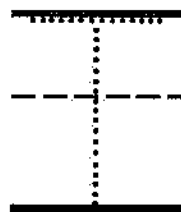
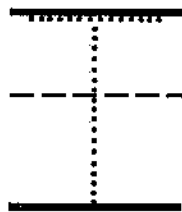
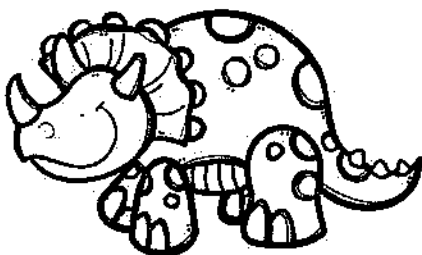
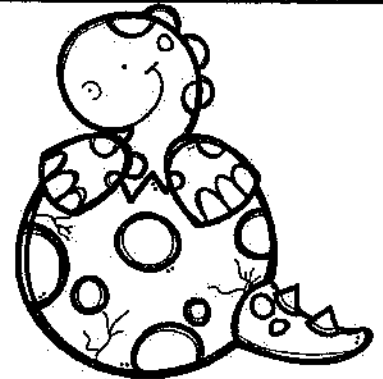
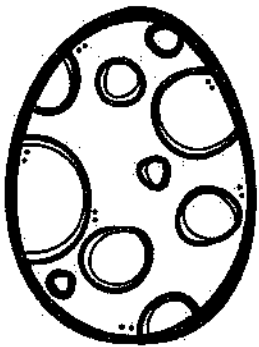
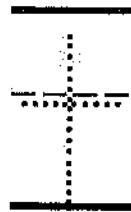
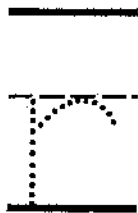
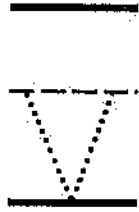
fly



# Color & Trace Letter Fun

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Trace the letters, and color the pictures.



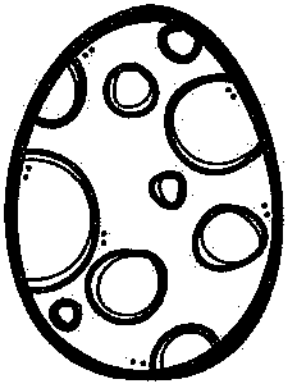


# Read & Recall

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read the story. Then, answer the questions that follow.

This is an egg.



This is a footprint.



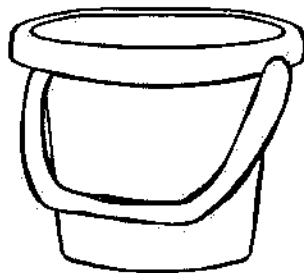
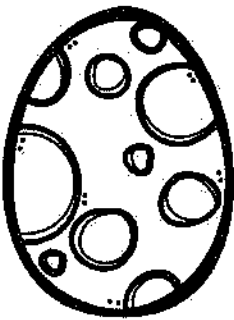
These are rocks.



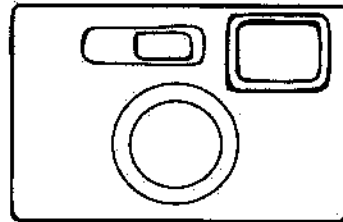
This is a tree.



Circle the egg.



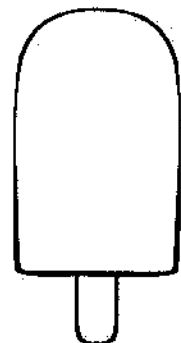
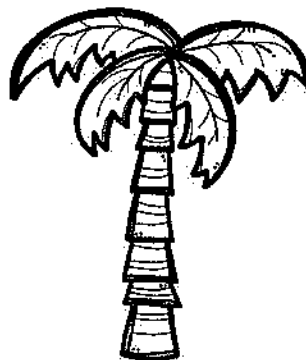
Circle the footprint.



Circle the rocks.

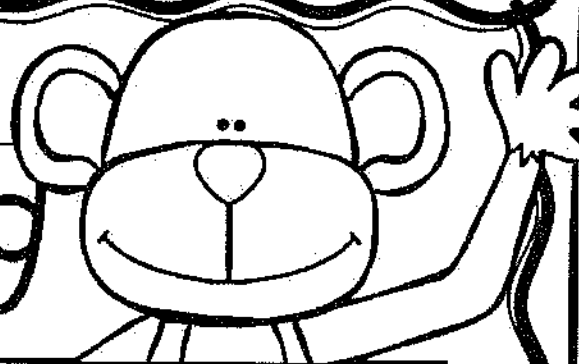


Circle the tree.

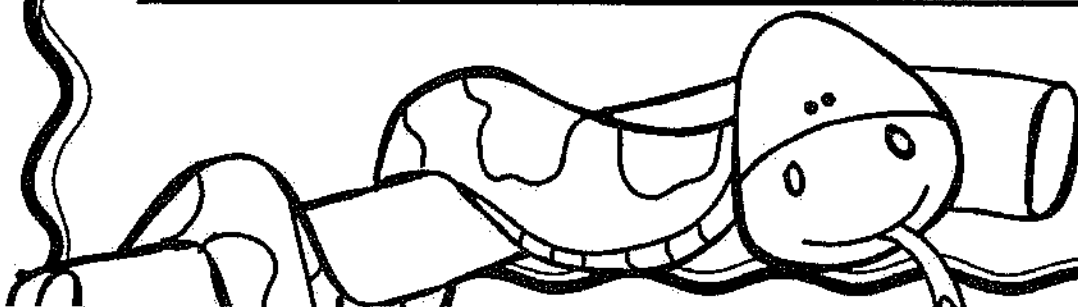


Name: \_\_\_\_\_

# HANDWRITING

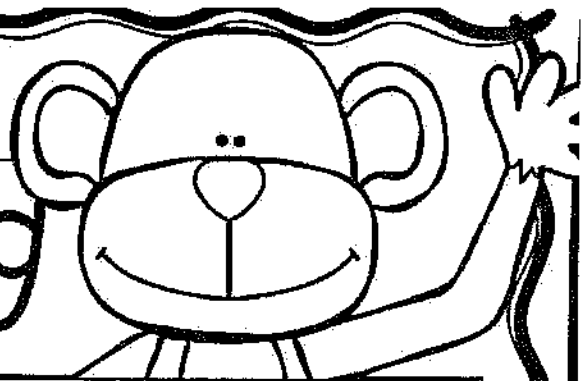


A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
				Z

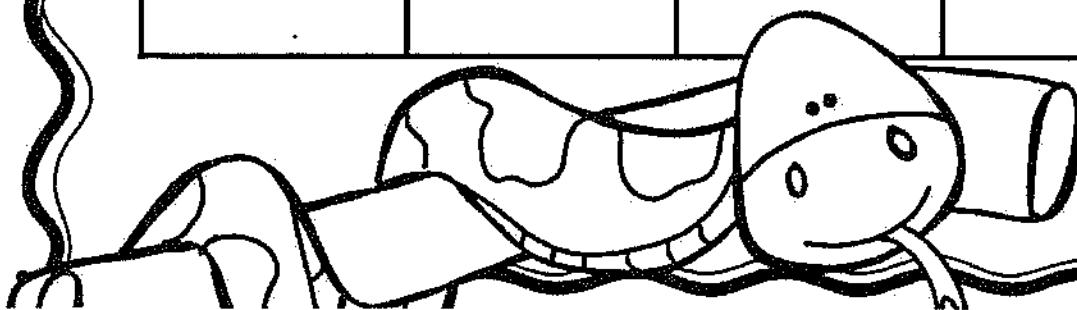


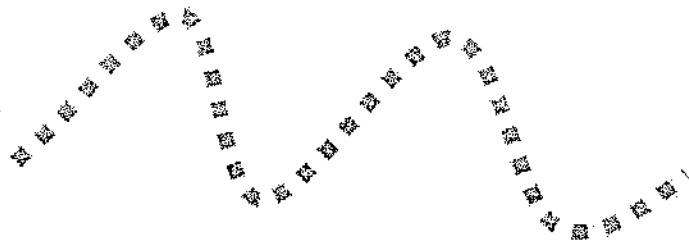
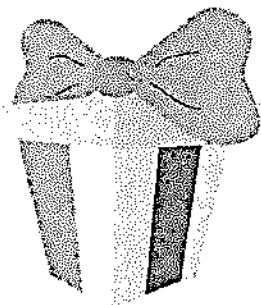
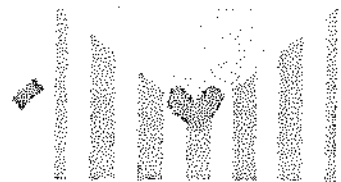
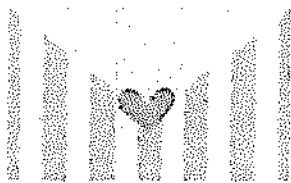
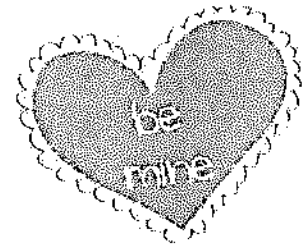
Name: \_\_\_\_\_

# HANDWRITING



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

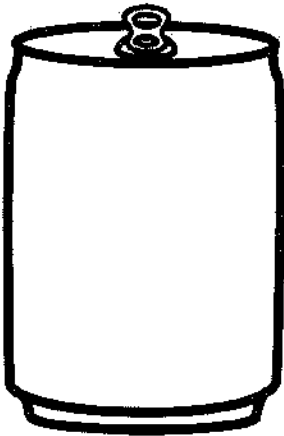




# Ending Sounds

Name: \_\_\_\_\_ Date: \_\_\_\_\_

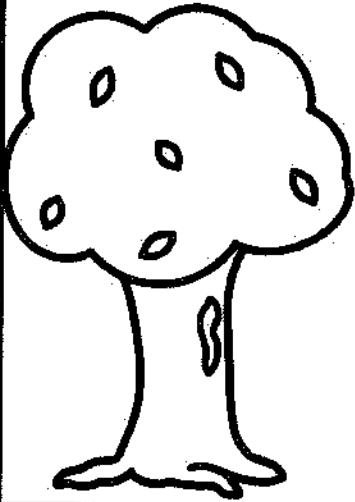
Directions: Trace and identify the ending sounds.



Nn



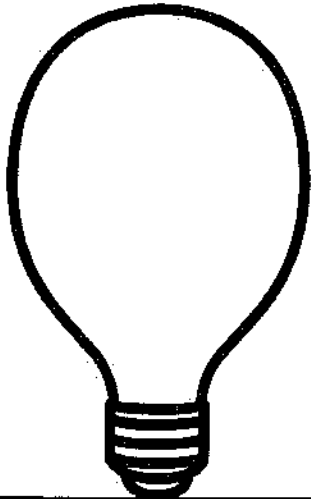
Rr



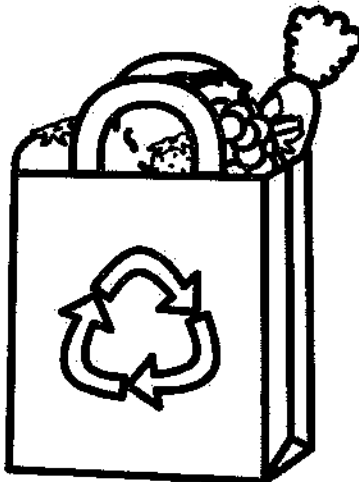
Ee



Ii



Ii



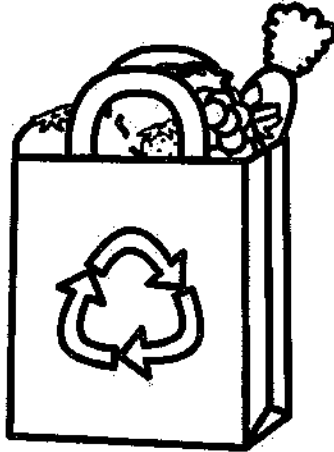
Gg

# Earth Day Words

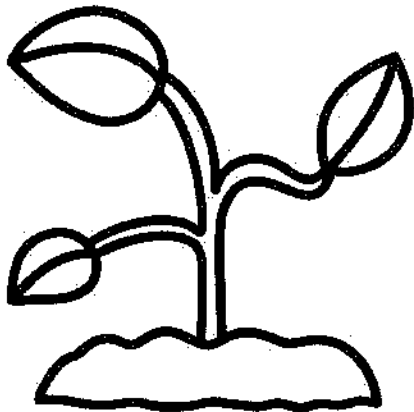
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Trace and identify the earth day words.

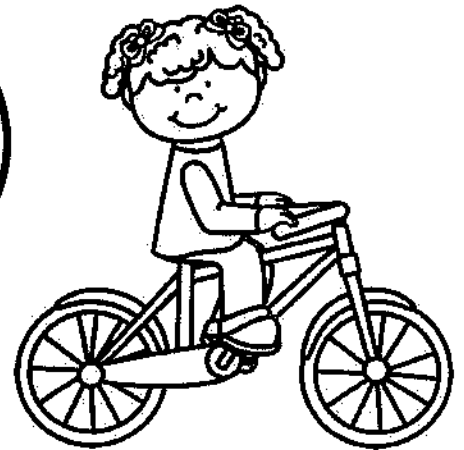
bag



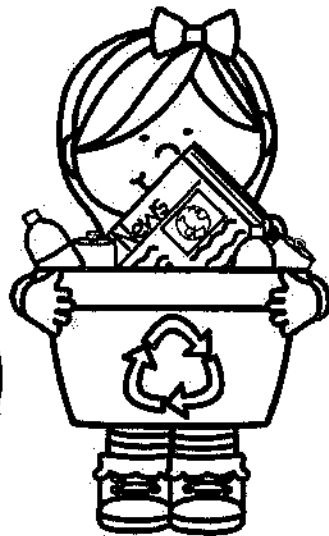
bike



Earth  
Day



plant



recycle

# Section B

**Standards** (this section builds upon the previous section)

Student will:

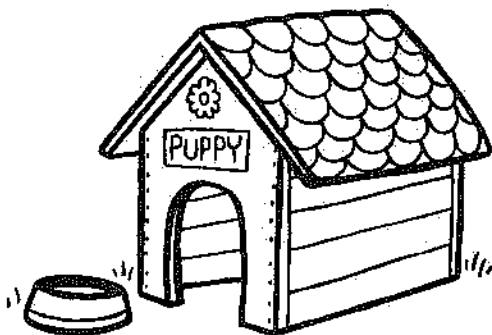
- follow single, oral directions, not repeated until the end of the lesson
- recognize color: brown
- recognize shape: rectangle
- draw shape: heart
- draw: big dot
- recognize spatial positions: bottom, inside

## Teacher Information

In Section B, one direction is given in each line; the teacher may not repeat directions until the end of the lesson.

Explain that you will say what to do only one time until the end of the lesson, at which time you will repeat the directions so that everyone can catch up or check his or her work. Encourage students to try to remember what to do, and if they forget, to sit very quietly and wait for the next direction. This may be frustrating for young children at first; however, with reassurance and practice, this skill will be developed. Allow children to correct or complete their work when you repeat the directions at the end. Praise them for what they did correctly.

At the beginning of each lesson, say, "Listen very carefully because I will tell you what to do only one time. If you forget what to do, skip that part and wait until I tell you the next direction. At the end of the lesson, I will say everything again, and you may catch up or check your work. Ready?"



## **Section B** (cont.)

### **Directions for Section B Lesson 13, page 26**

**Say:** "Pick up a crayon.

Put your crayon on the ladybug.

Draw a line to the door.

Color the box.

Put down your crayon."

### **Directions for Section B Lesson 14, page 27**

**Say:** "Pick up a crayon.

Put the crayon on the tree.

Draw a line from the tree to the chair.

Then draw a line from the chair to the ball.

Lastly, draw a line from the ball to the tree."

### **Directions for Section B Lesson 15, page 28**

**Say:** "Pick up a crayon.

Put the crayon on the big X.

Draw a line from the X to the butterfly.

Next, color the happy face.

Put down your crayon."

### **Directions for Section B Lesson 16, page 29**

**Say:** "Pick up a crayon.

Make a ring around one of the shirts.

Make a big X on the other shirt.

Put your crayon on the bee.

Draw a line from the bee to the triangle.

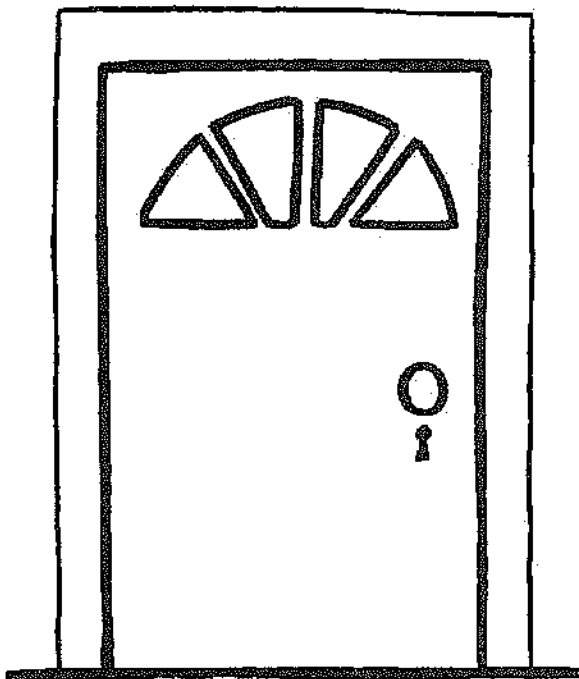
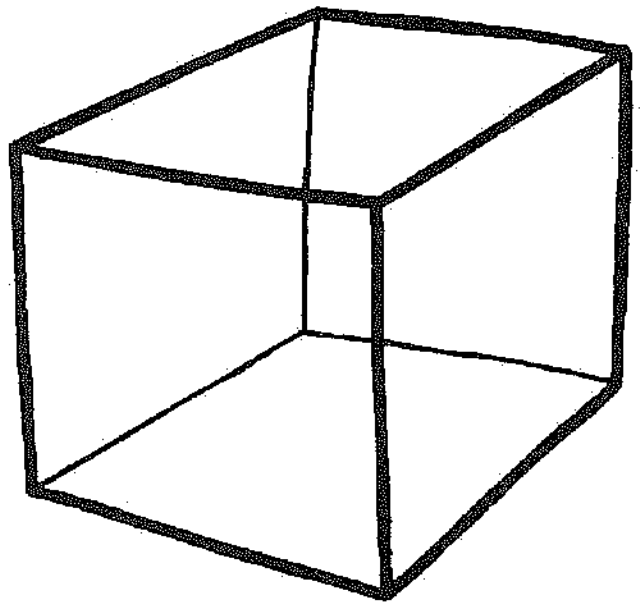
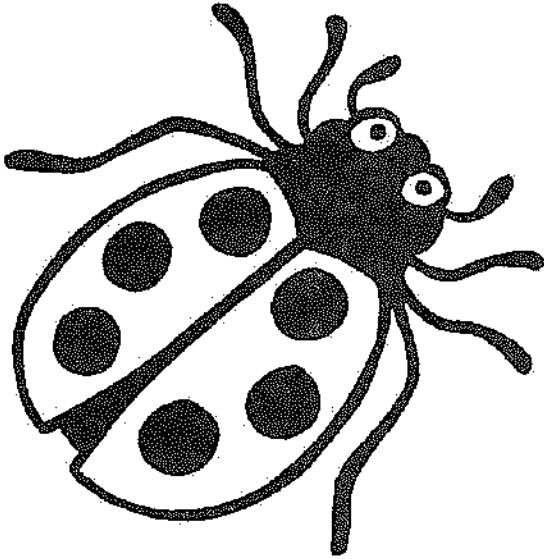
Put down your crayon."



Name \_\_\_\_\_

## Section B

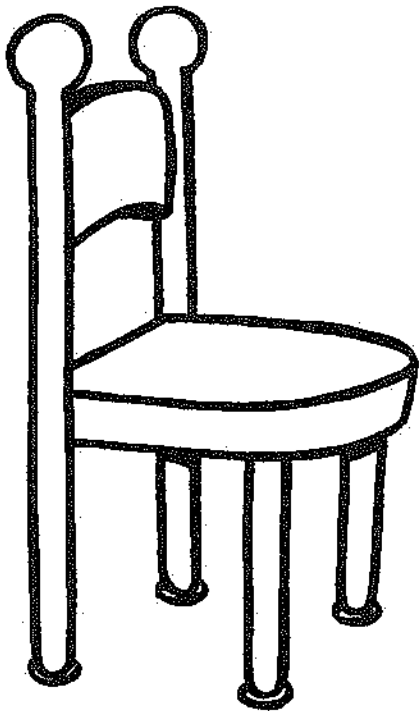
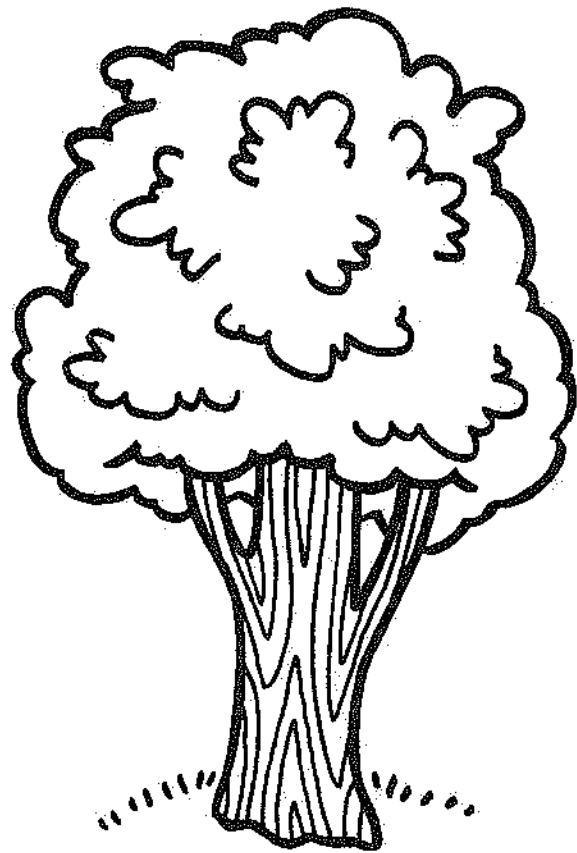
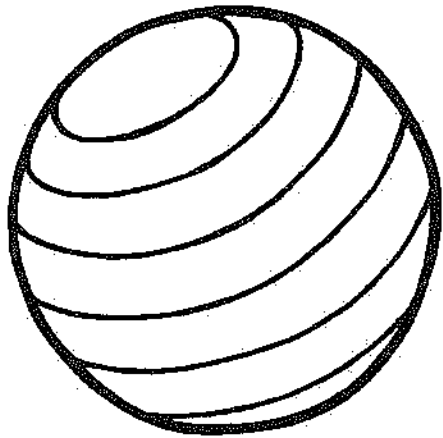
## Lesson 13



Name \_\_\_\_\_

**Section B**

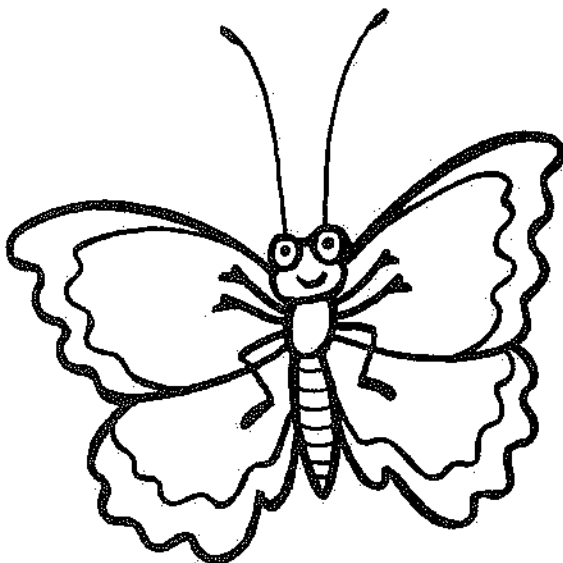
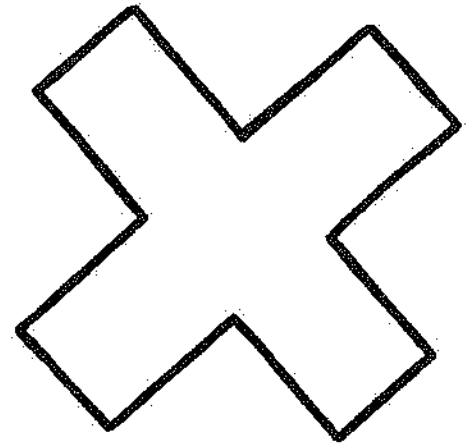
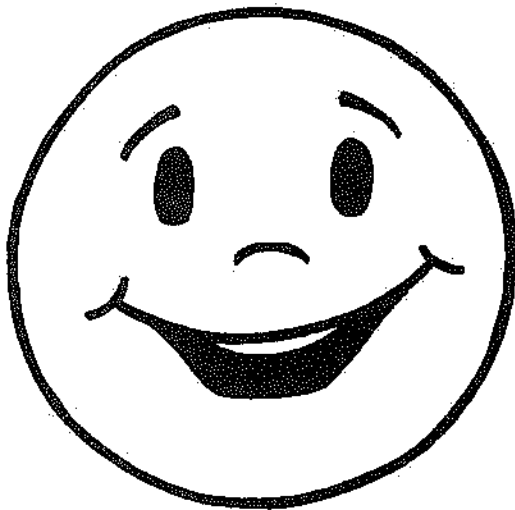
**Lesson 14**



Name \_\_\_\_\_

**Section B**

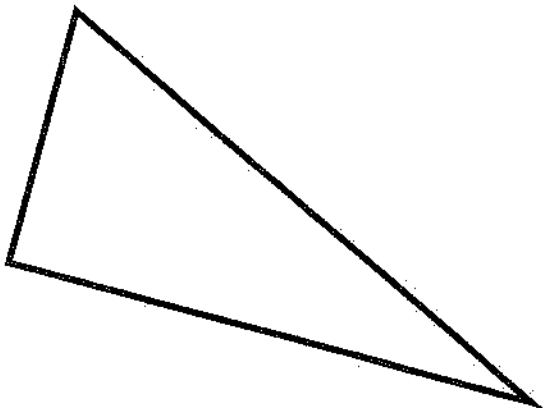
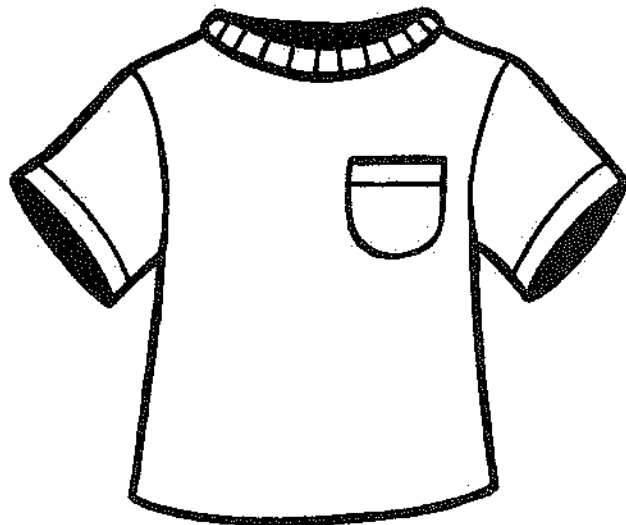
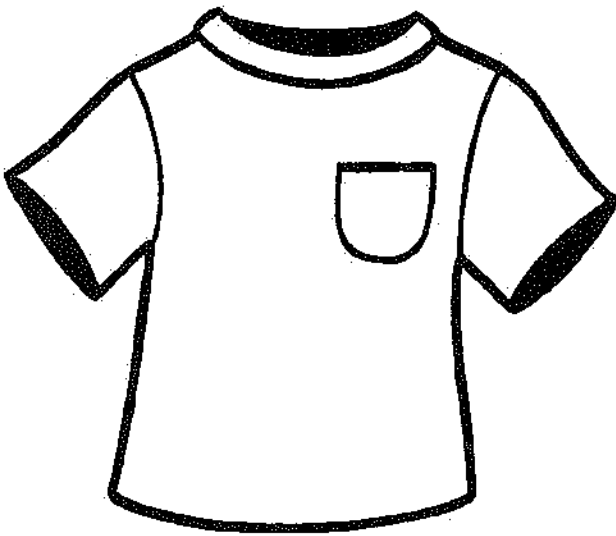
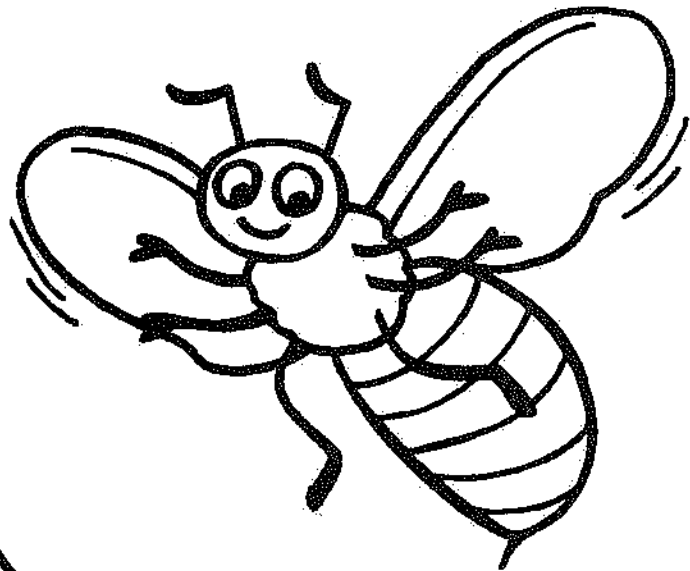
**Lesson 15**



Name \_\_\_\_\_

## Section B

## Lesson 16



## Lesson 6 - Rhyme Play "Star Light, Star Bright"

6



### Instructional Targets

#### Toddler 3-4 Years

##### **Language and Literacy Development:** **Early Reading/Print Concepts**

- Show growing interest in reading related activities.

##### **Language and Literacy Development:** **Early Reading/Phonological Awareness**

- Begin to recognize words that rhyme in songs and nursery rhymes.

##### **Language and Literacy Development:** **Listening and Speaking**

- Participate in songs and rhymes that require listening.

#### Pre-Kindergarten 4-5 Years

##### **Language and Literacy Development:** **Early Reading/Print Concepts**

- Follow words left to right, top to bottom, page to page.
- Recognize that spoken words are represented by written language.

##### **Language and Literacy Development:** **Early Reading/Phonological Awareness**

- Show understanding of spoken words, syllables and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.



### Differentiated Tasks

#### Level 3 Students will...

- Follow left-to-right progression during shared reading.
- Identify and attempt to read word units within a sentence.
- Identify two words that rhyme.
- Listen to and follow directions while participating in songs and rhymes.

#### Level 2 Students will...

- With support, will assist in page turning during shared reading.
- Point to match a text word with a spoken word in a sentence.
- Match pictures of two rhyming words said aloud.
- With support, will listen to and follow directions while participating in songs and rhymes.

#### Level 1 Students will...

- Show engagement in shared read-alouds through an active participation response (e.g., voice output device, eye gaze choice board, nonverbal indicators).
- Select a picture of a word that rhymes with a named word (errorless choice).



### Topic Connection

Throughout this unit, students learn about things that make light, such as stars. In this lesson, students will use the song, "Star Light, Star Bright," to identify words that rhyme.



#### Topic Words



light\*  
see\*



#### Rhyme Words

rhyme      sound

\* Power Words

### Benchmark Assessments

- Early Learning: Rhyming Words
- Emerging Skills: Rhyming Words Picture Recognition

### Monthly Checkpoint Assessments

- Level 2-3 Language and Literacy Development, Questions 1 and 2.



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PRESCHOOL, Unit 22, Lights and Sounds: They Are All Around  
Lesson 6, Rhyme Play, "Star Light, Star Bright"

# ★ Star Light, Star Bright



Star light, star bright,



First star I see tonight.



I wish I may, I wish I might,



Have this wish I wish tonight.

# ★ Star Light, Star Bright

Star light, star bright,



First star I see tonight.



I wish I may, I wish I might,



Have this wish I wish tonight.



# ★ Star Light, Star Bright

Star light, star bright,



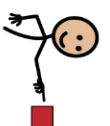
First star I see tonight.



I wish I may, I wish I might,



Have this wish I wish tonight.





# ★ Star Light, Star Bright



Star light, star bright,



First star I see

.



I wish I may, I wish I might,



Have this wish I wish

.

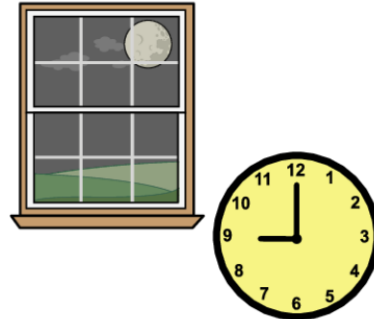


For hands-on instruction, print, cut out and laminate.

bright



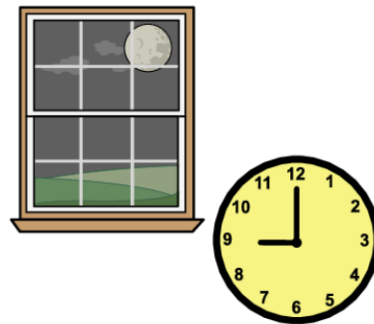
tonight



might



tonight



tonight



tonight

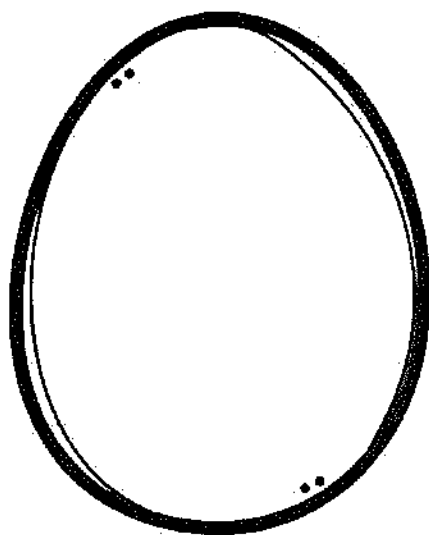


# **Literacy, Math and Listening Skills Activities**

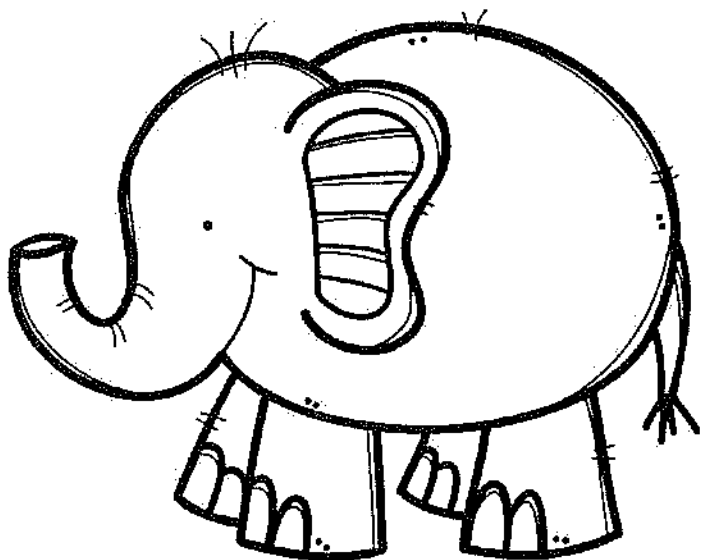
## **Week 2**

**April 20, 2020-April 24, 2020**

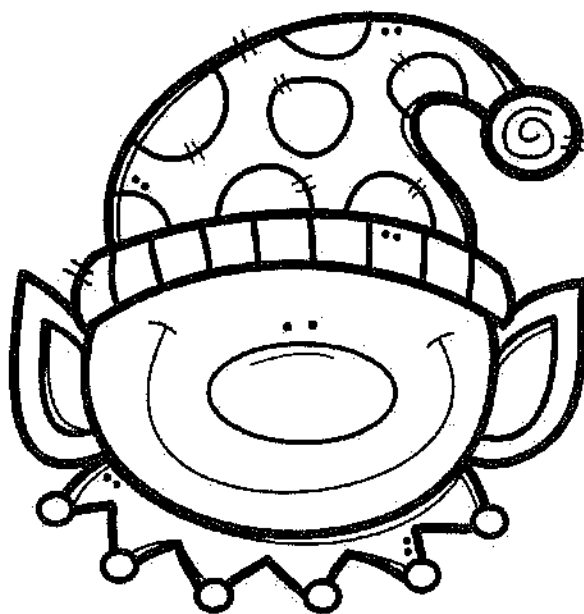
Ee



egg



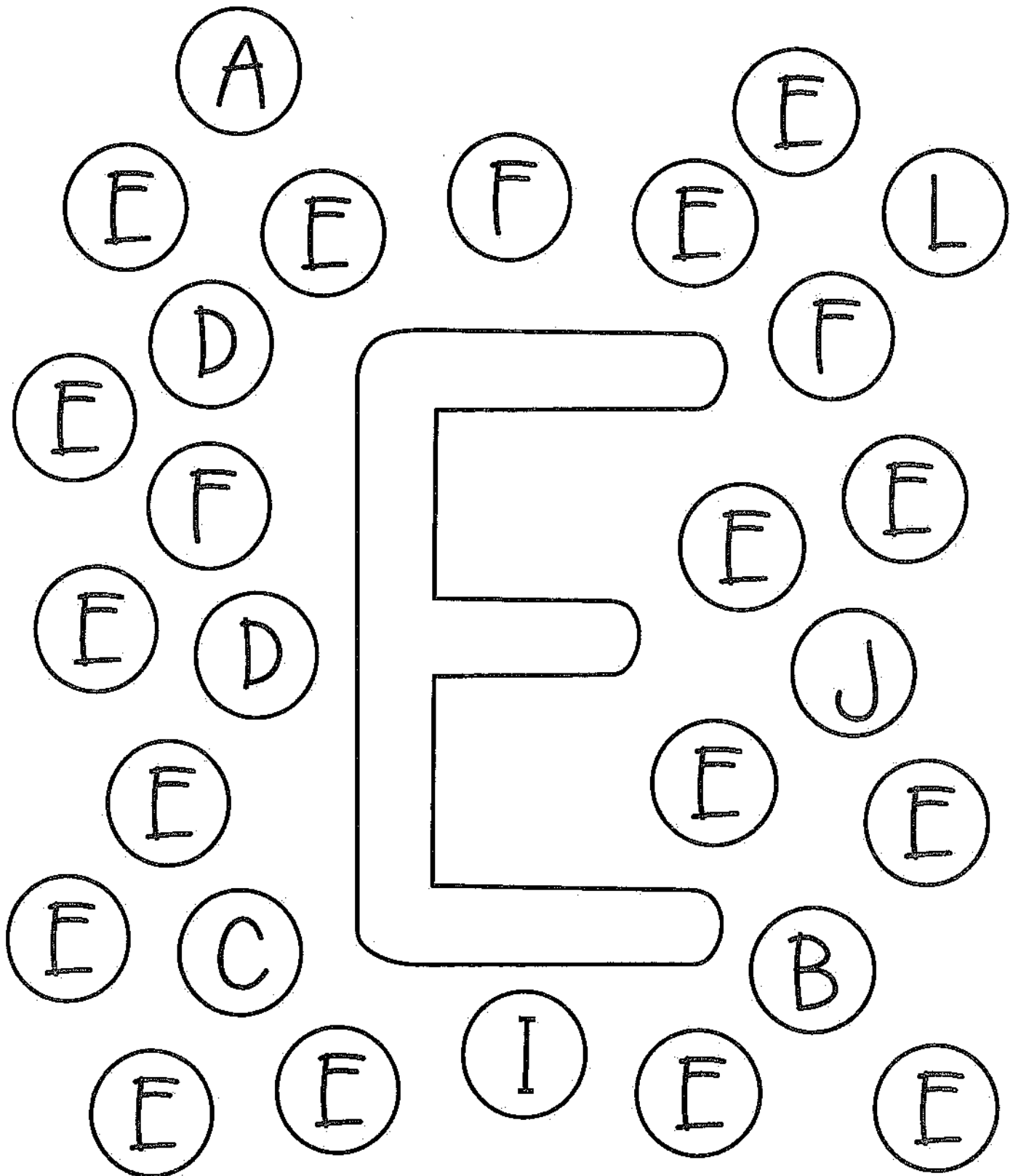
elephant



elf

Name : \_\_\_\_\_ Date : \_\_\_\_\_

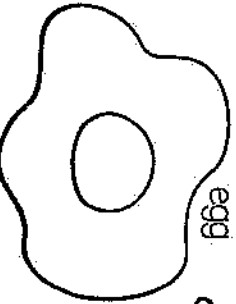
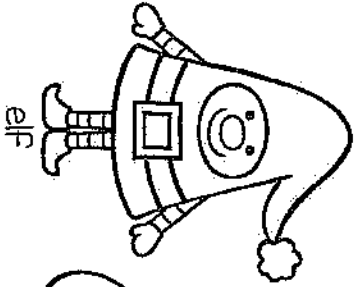
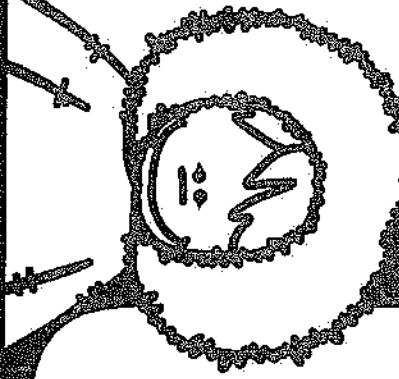
# Dab or color letter E



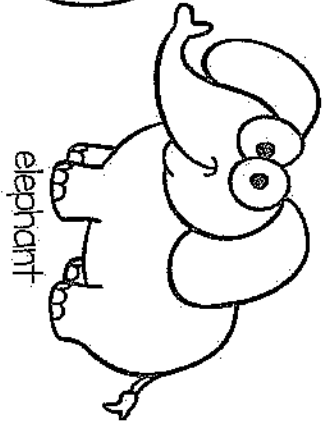
# Letter Ee Hat

I can color the letter Ee and pictures, cut and staple to make a hat. (Use a sentence strip if the hat is not long enough)

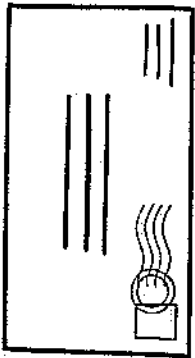
eski mo



egg



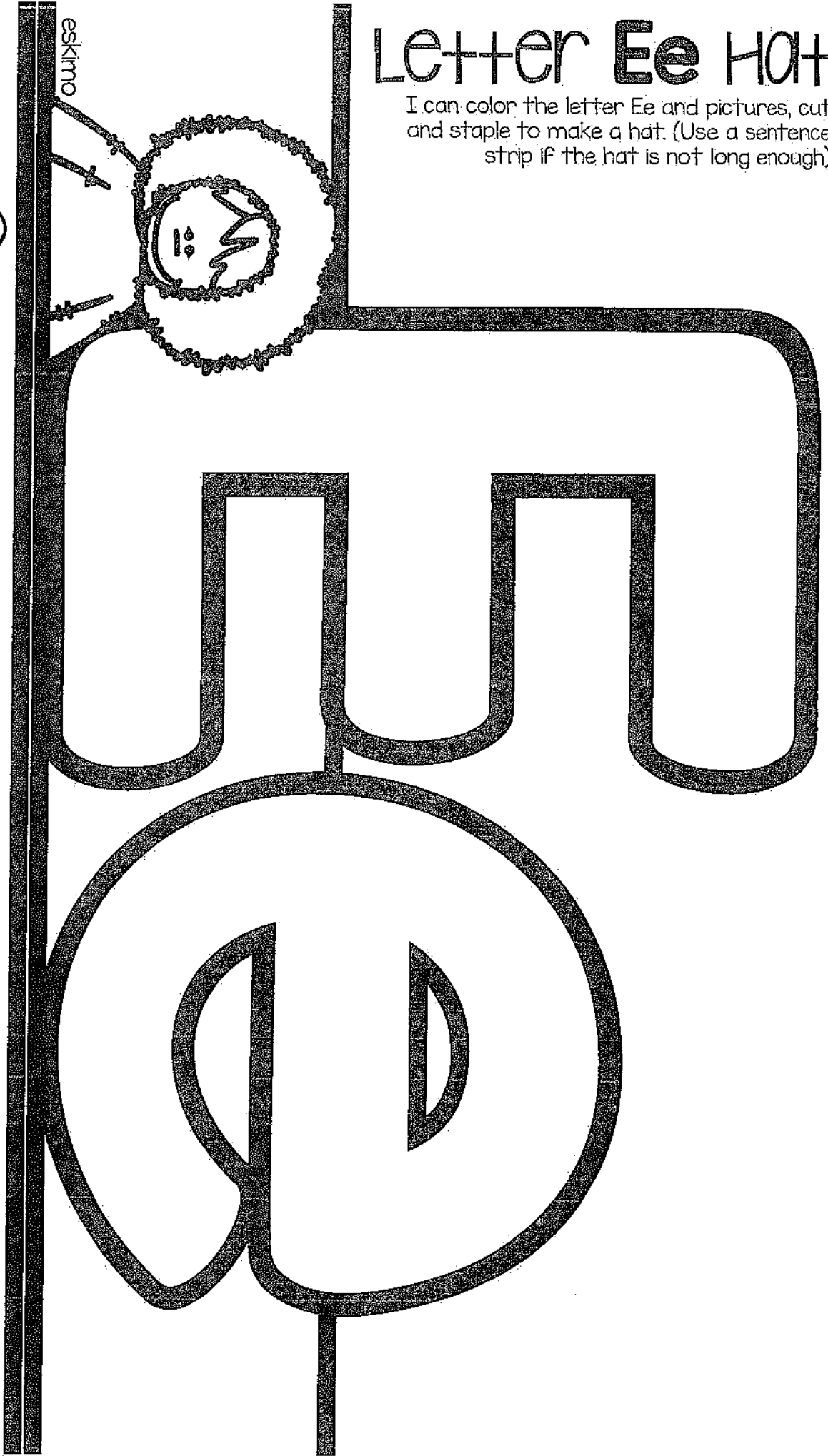
elephant



envelope



elbow

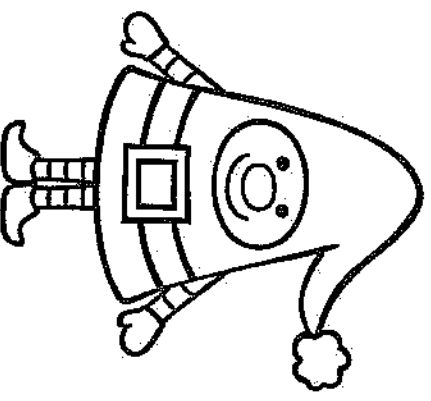


Name \_\_\_\_\_

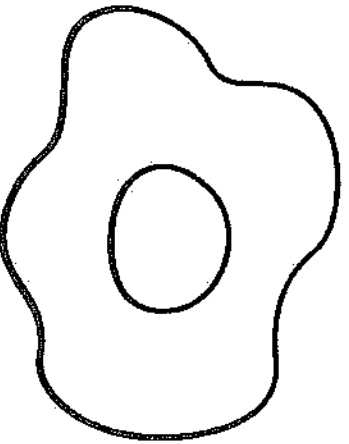
I can color, cut and staple the pictures to make a flip-book.

Ee

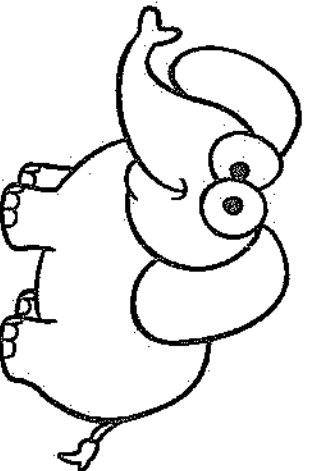
is for



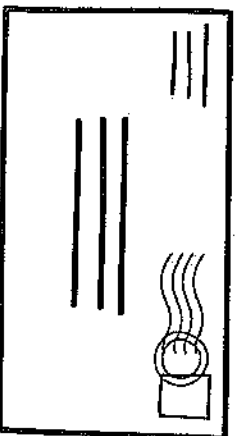
elf.



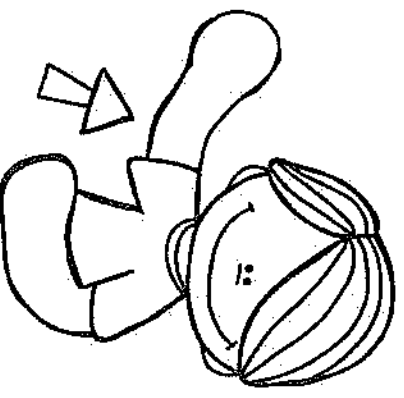
egg.



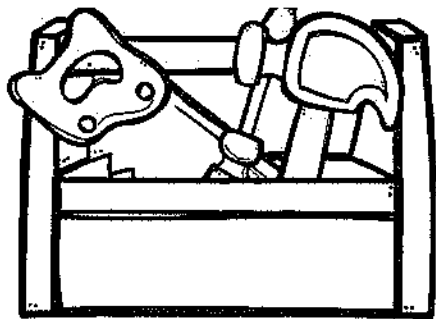
elephant.



envelope.



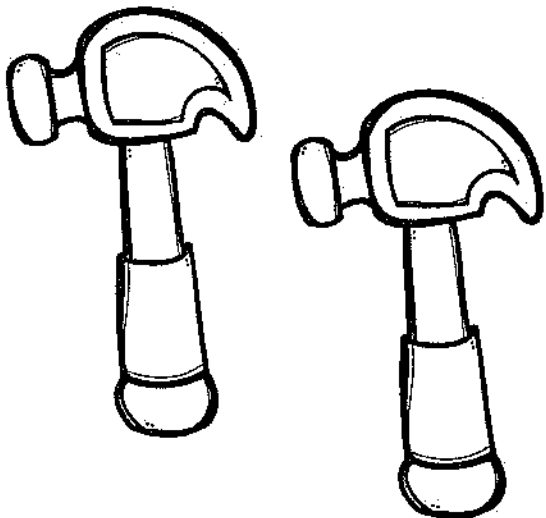
elbow.



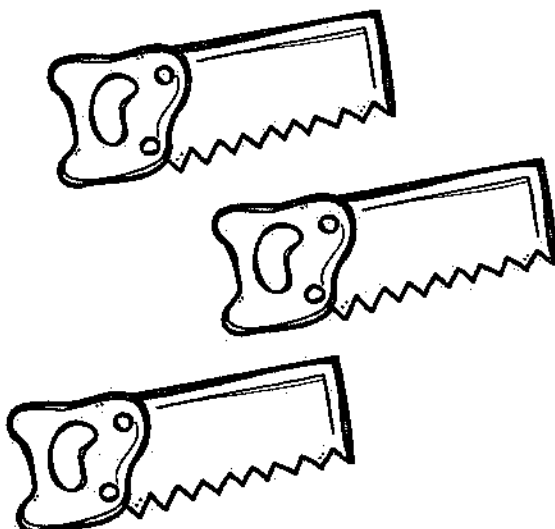
Name \_\_\_\_\_

# Construction Counting

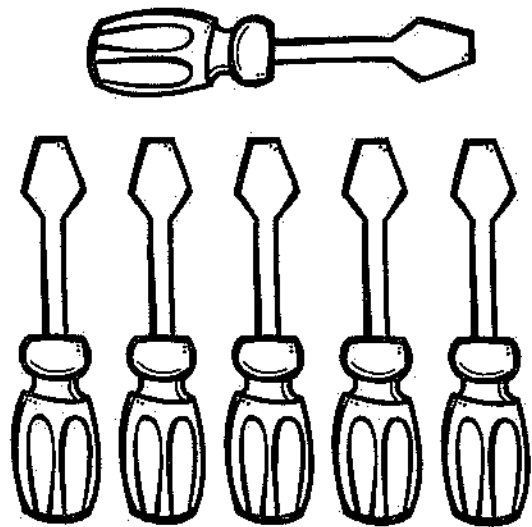
Directions: Count the items. Fill in the correct circle.



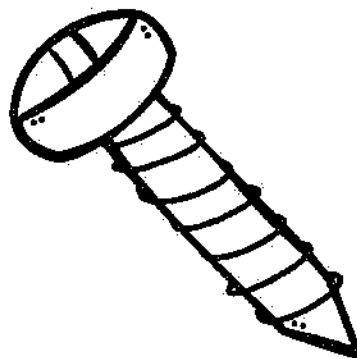
3  
1  
2



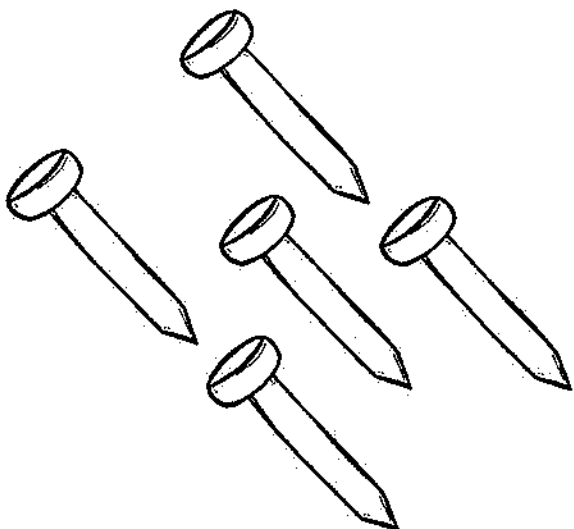
3  
5  
4



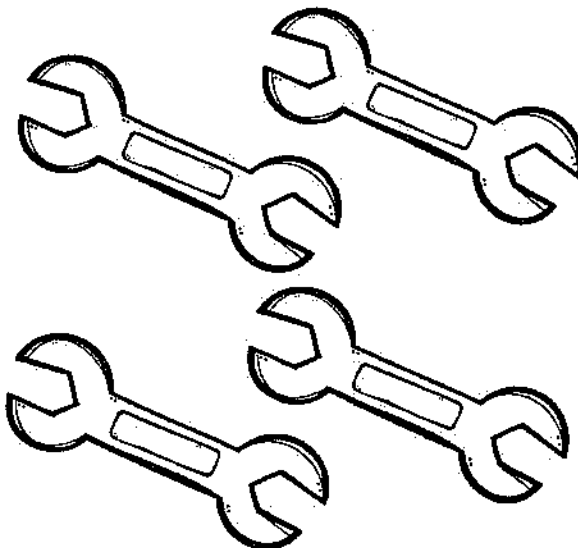
6  
4  
3



3  
1  
2



6  
5  
4



3  
2  
4

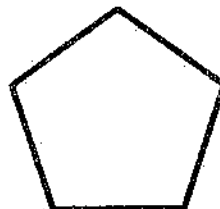
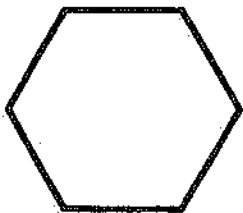
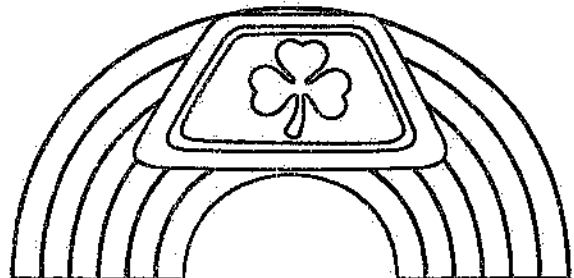
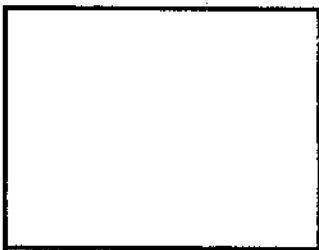
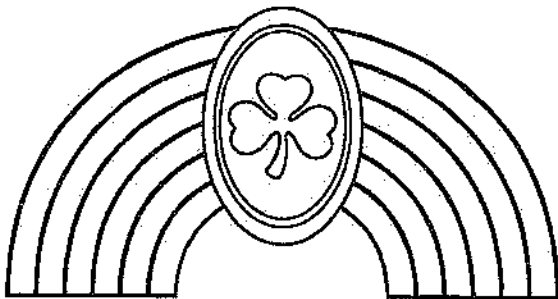
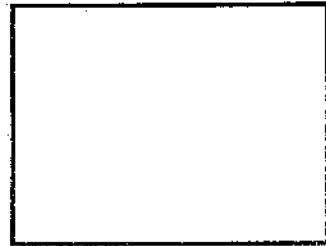
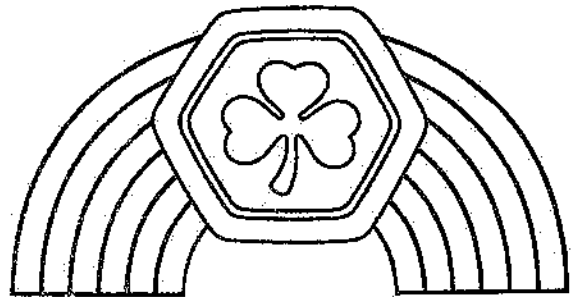
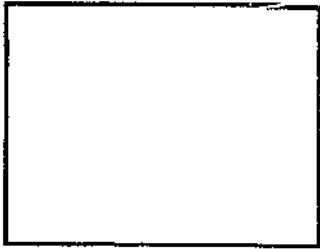
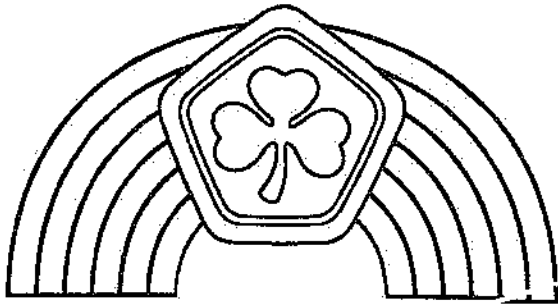


Name: \_\_\_\_\_

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# Shape Match

Cut and paste each shape under the matching rainbow.

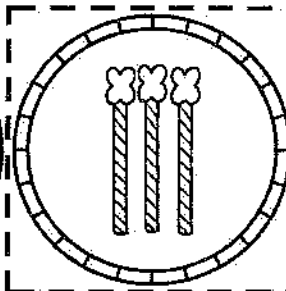
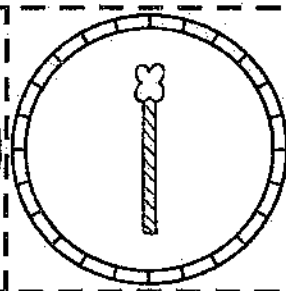
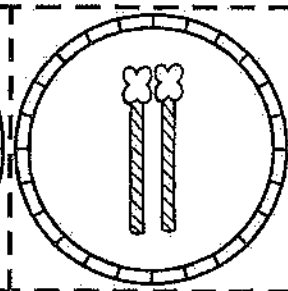
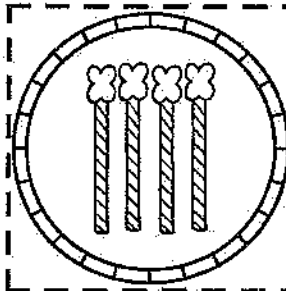
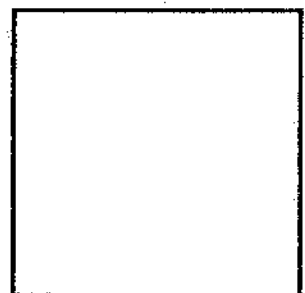
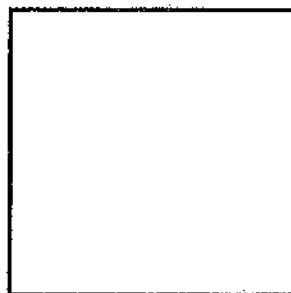
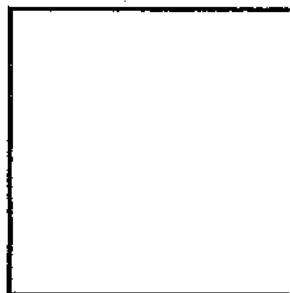
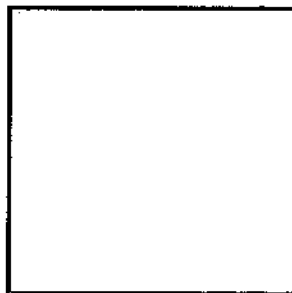
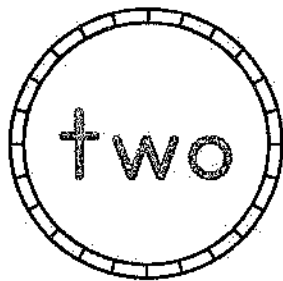
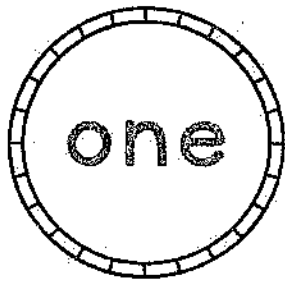
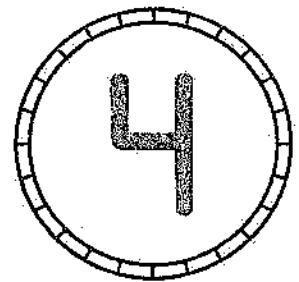
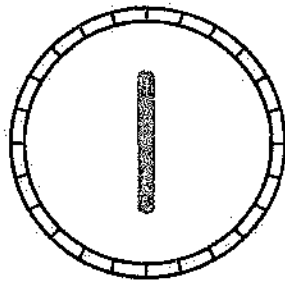
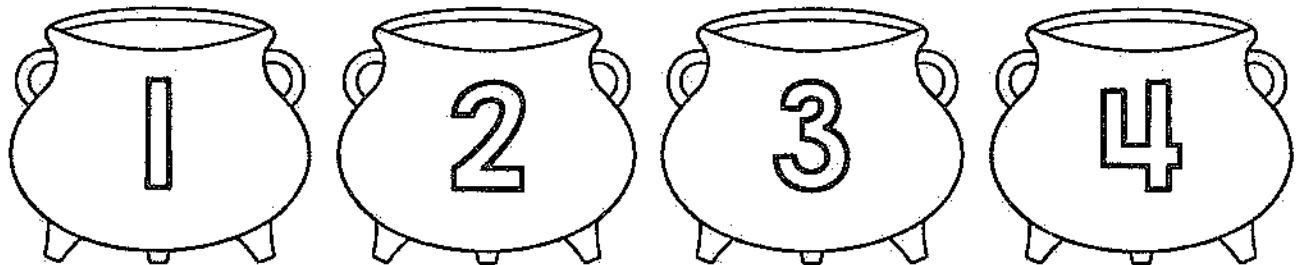


Name: \_\_\_\_\_

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# clover Tally Match


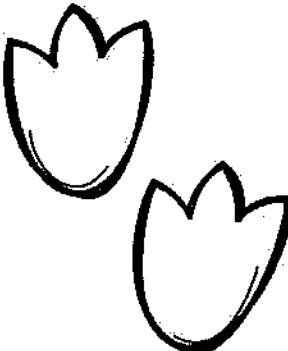



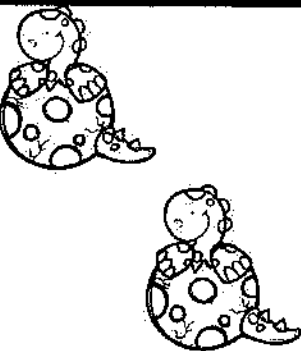
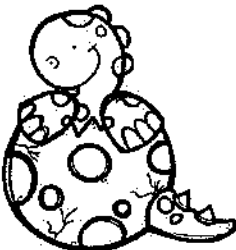
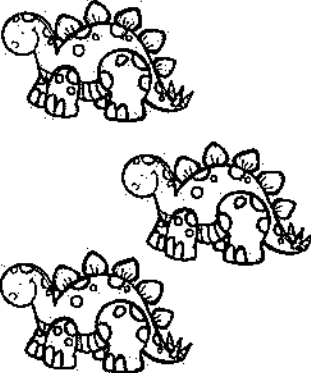
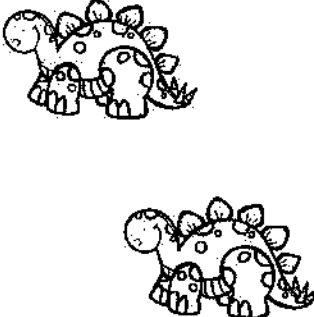
Trace the numbers. Cut and paste the tallies under the matching pot.



# Dino Adding

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Color and count the pictures. Then, solve the math problems.

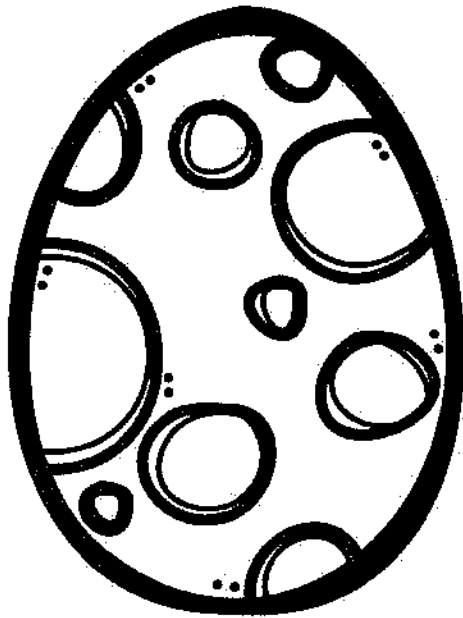
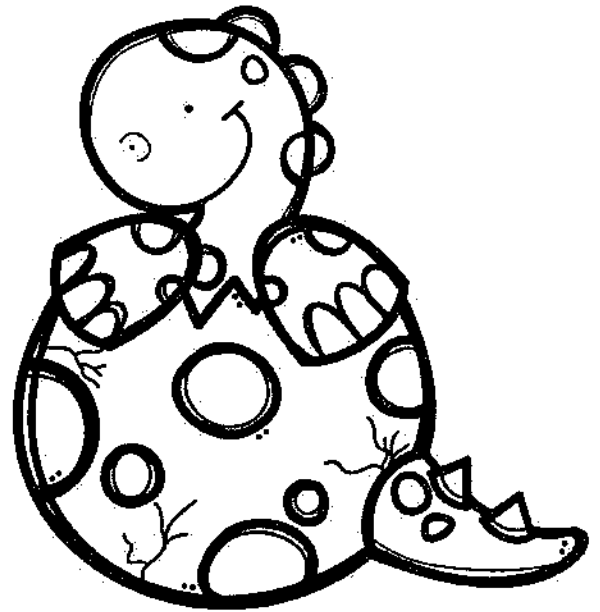
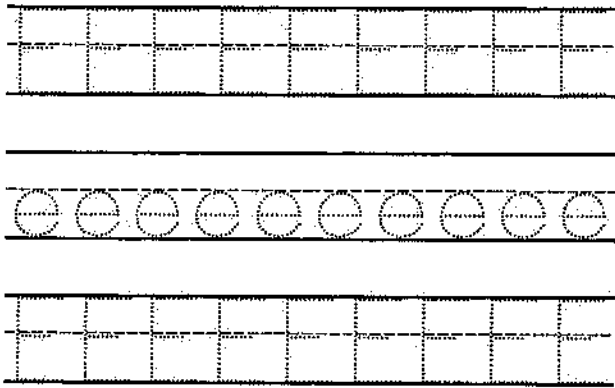
	+		
	+		
	+		
	+		

# It's Letter Ee

Name: \_\_\_\_\_ Date: \_\_\_\_\_

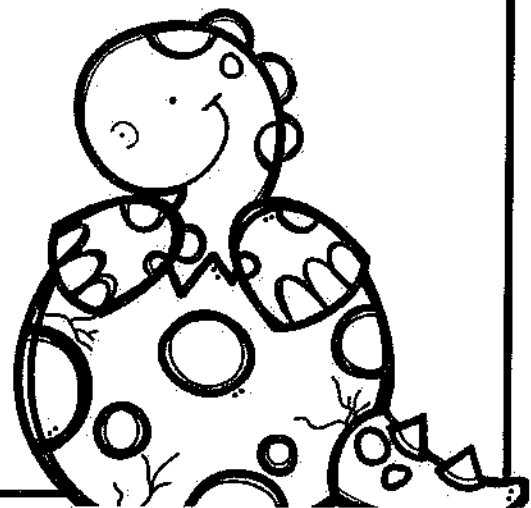
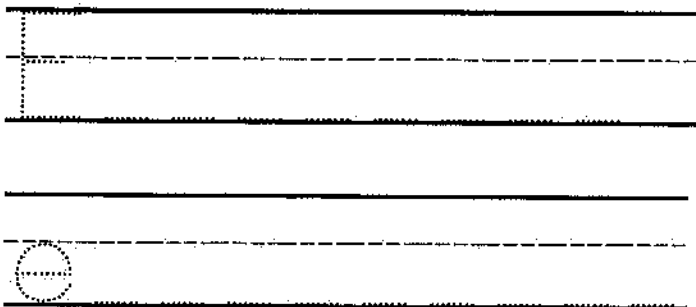
Directions: Complete the boxes below.

Let's Trace



Circle the Letter Ee.

E w e  
e A E Q  
E e

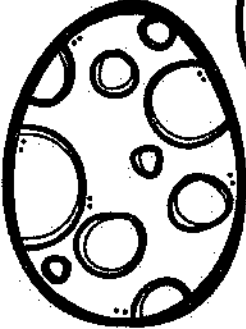
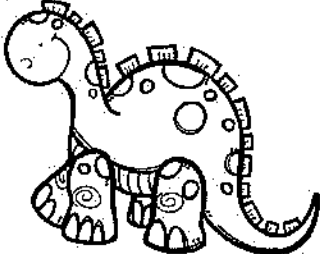

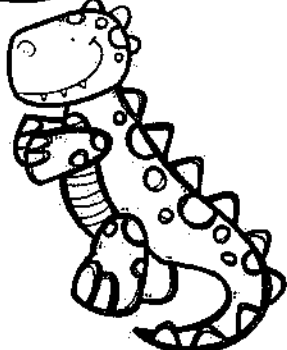




# Let's Learn Our Letters

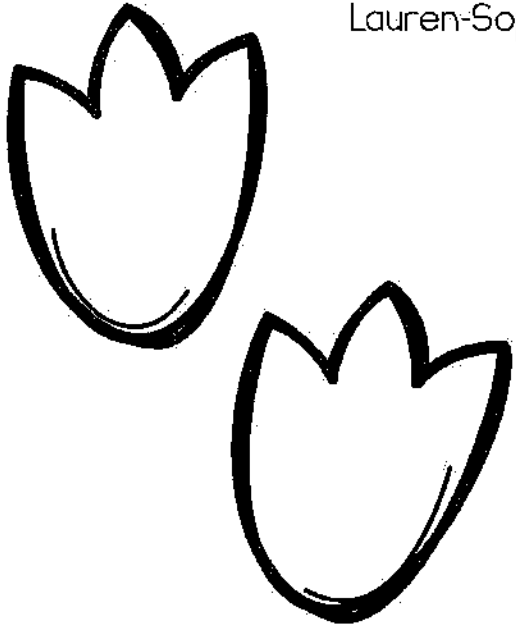
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Color and identify the letters that are the same.

  <div><div>D</div><div>d</div><div>D</div><div>A</div><div>d</div></div>	<div><div>e</div><div>E</div><div>B</div><div>e</div><div>E</div></div>
 <div><div>F</div><div>f</div><div>C</div><div>F</div><div>f</div></div>	<div><div>d</div><div>D</div><div>A</div><div>D</div><div>D</div></div> 

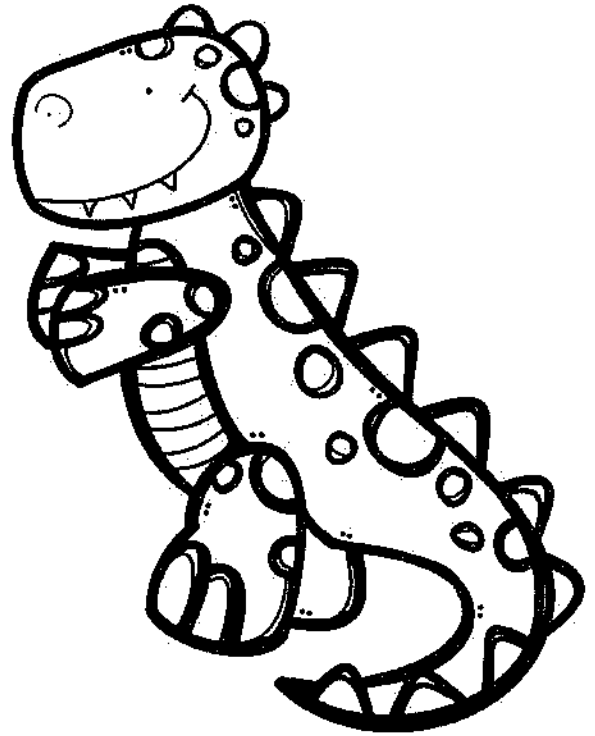
# Dinosaurs

Lauren-Sophia©

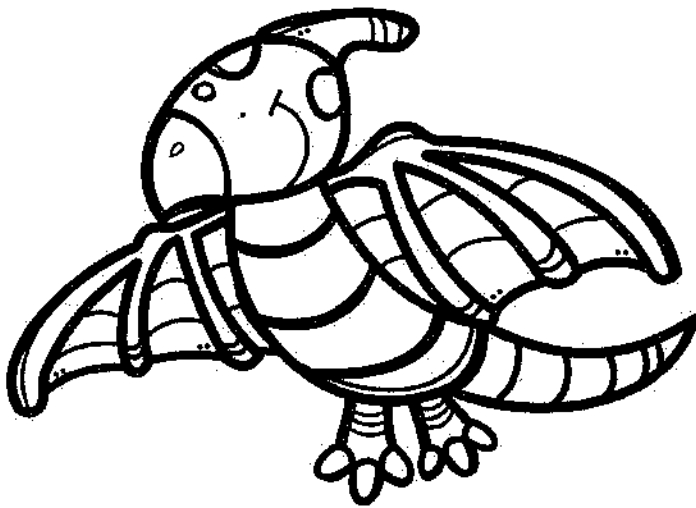


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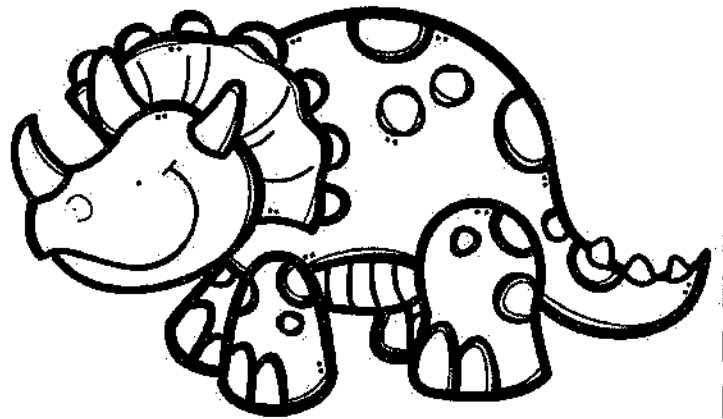
# T-Rex



# pterodactyl



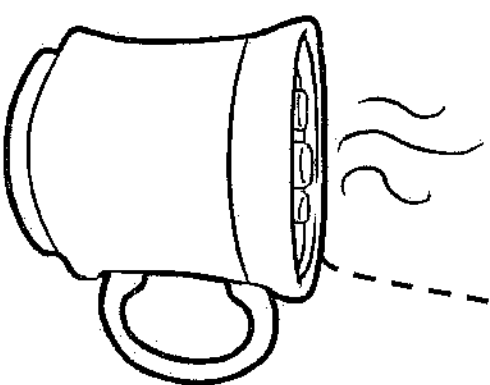
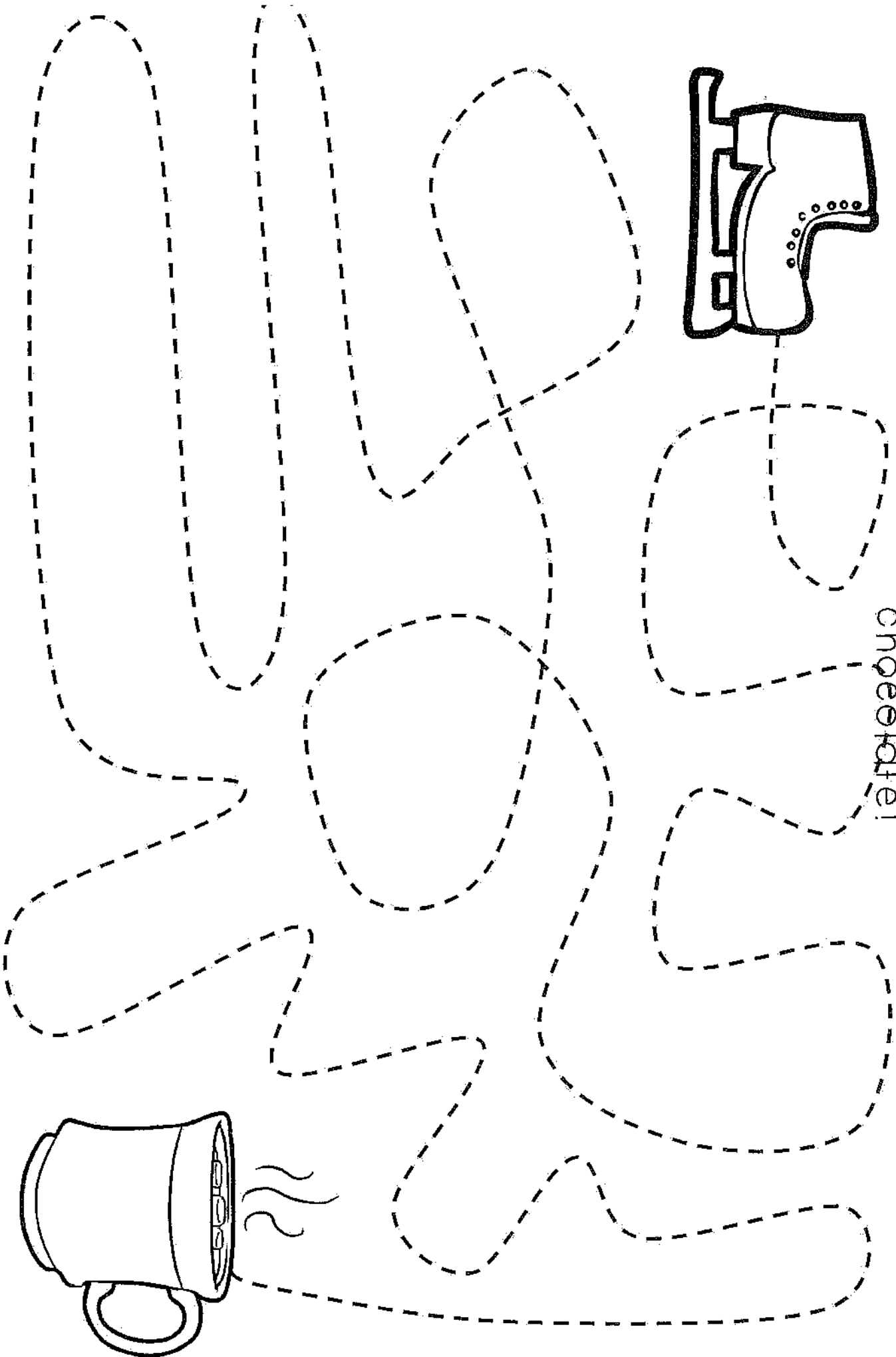
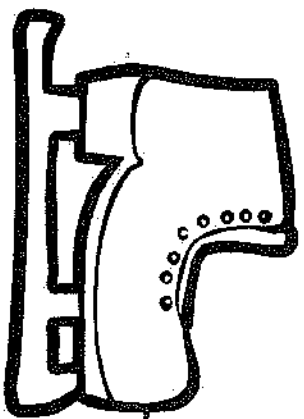
# triceratops



# Tracing

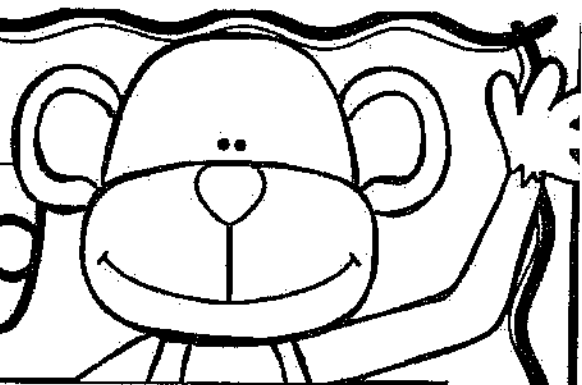
Trace the lines so the ice skate can get home to drink hot

cheese!

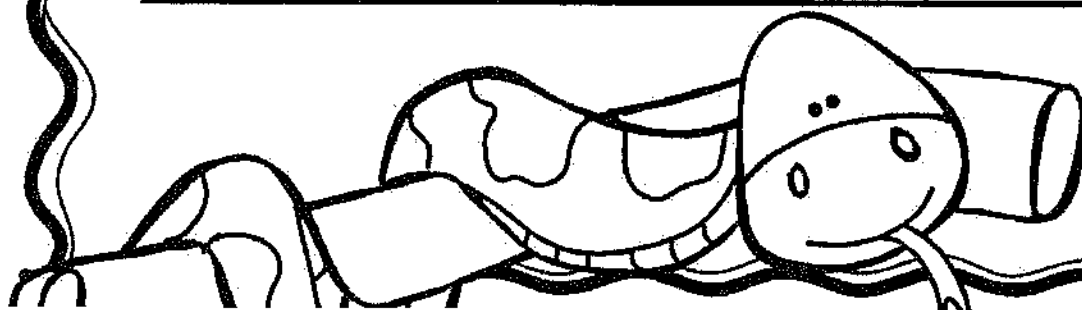


Name: \_\_\_\_\_

# HANDWRITING



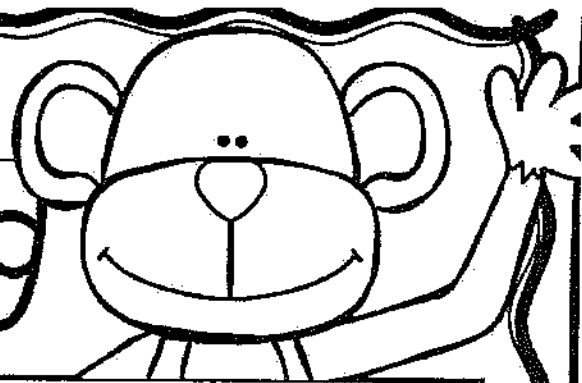
A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
				Z



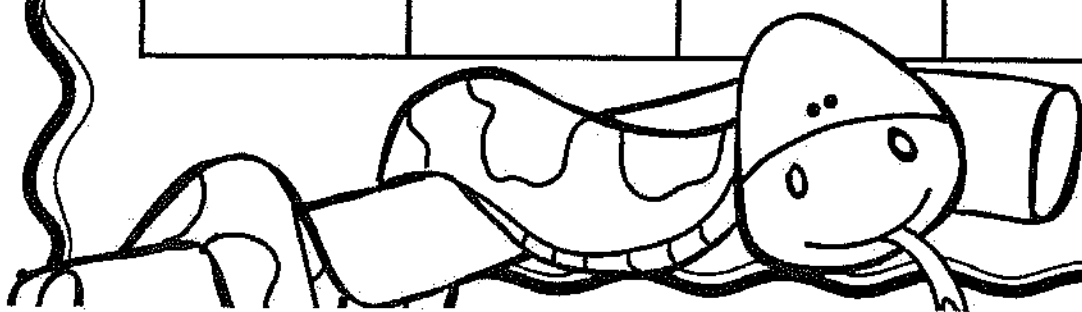


Name: \_\_\_\_\_

# HANDWRITING



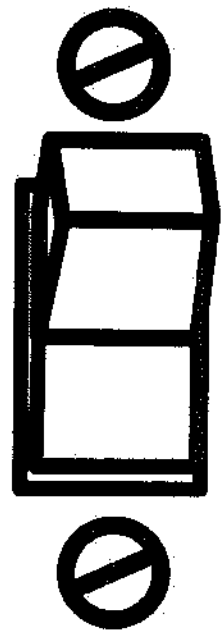
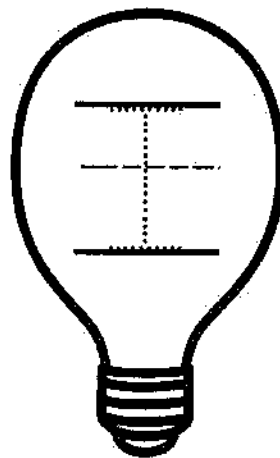
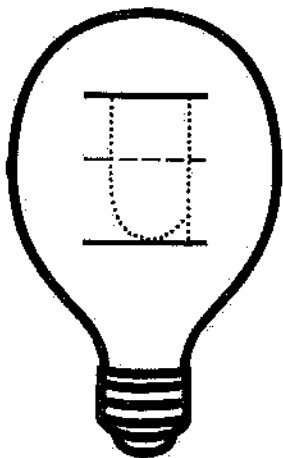
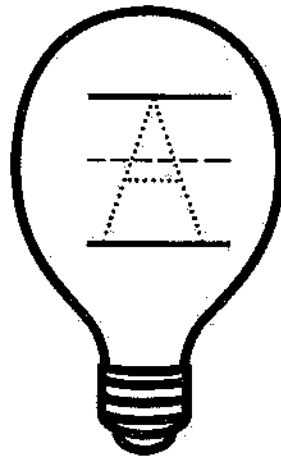
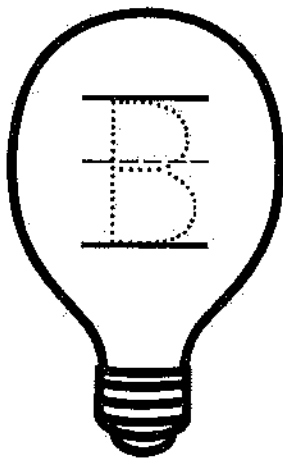
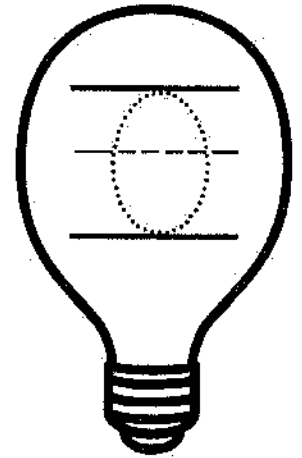
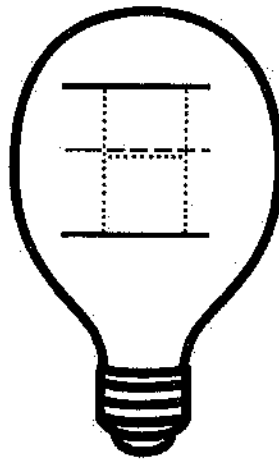
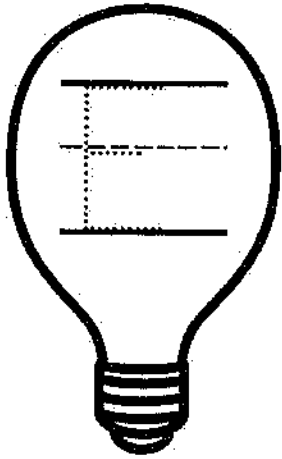
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20



# Vowels & Consonants

Name: \_\_\_\_\_ Date: \_\_\_\_\_

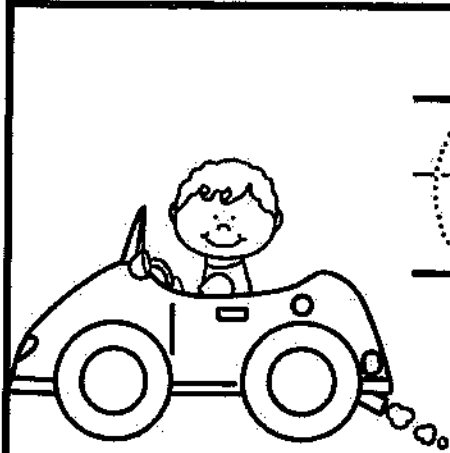
Directions: Trace the vowels and consonants. Trace the vowels red and the consonants blue.



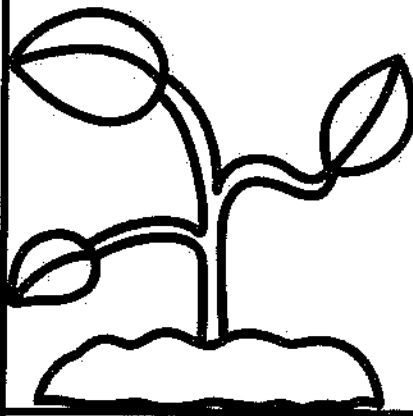
# Beginning Sounds

Name: \_\_\_\_\_ Date: \_\_\_\_\_

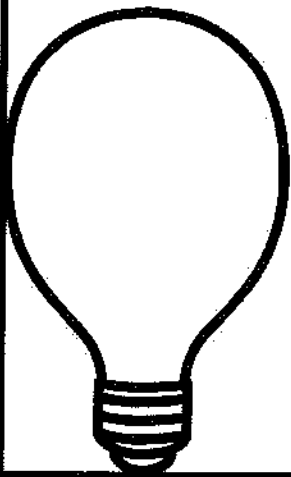
Directions: Trace and identify the beginning sounds.



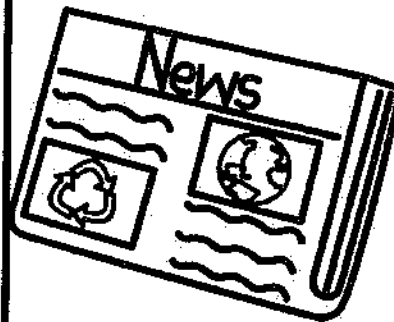
Cc



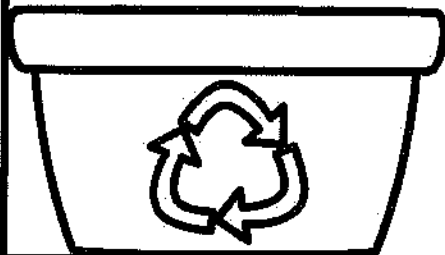
Pp



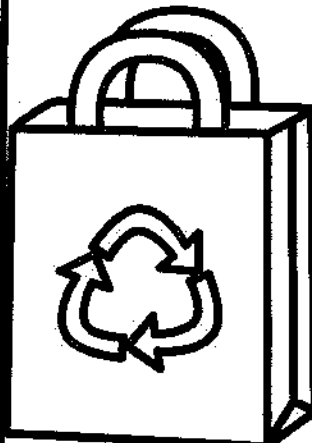
Ll



Nn



Rr




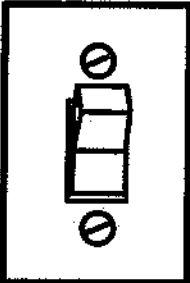
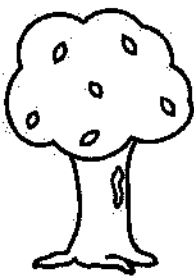



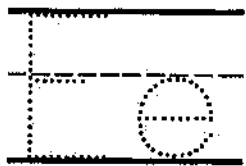
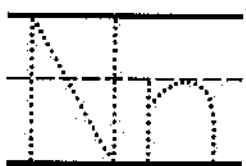
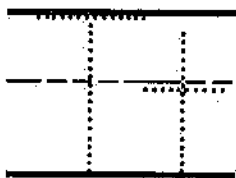
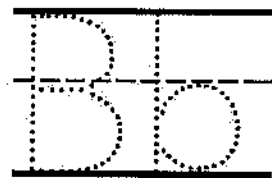

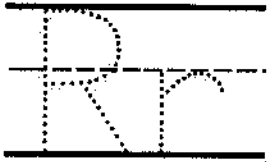
Bb

# Beginning Sounds

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Trace and identify the beginning sounds.  
Then, cut and paste the sounds in the correct space.

# Section B

**Standards** (this section builds upon the previous section)

Student will:

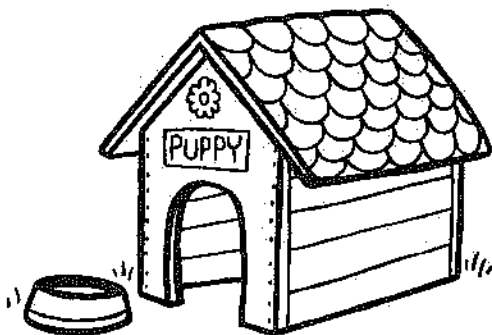
- follow single, oral directions, not repeated until the end of the lesson
- recognize color: brown
- recognize shape: rectangle
- draw shape: heart
- draw: big dot
- recognize spatial positions: bottom, inside

## Teacher Information

In Section B, one direction is given in each line; the teacher may not repeat directions until the end of the lesson.

Explain that you will say what to do only one time until the end of the lesson, at which time you will repeat the directions so that everyone can catch up or check his or her work. Encourage students to try to remember what to do, and if they forget, to sit very quietly and wait for the next direction. This may be frustrating for young children at first; however, with reassurance and practice, this skill will be developed. Allow children to correct or complete their work when you repeat the directions at the end. Praise them for what they did correctly.

At the beginning of each lesson, say, "Listen very carefully because I will tell you what to do only one time. If you forget what to do, skip that part and wait until I tell you the next direction. At the end of the lesson, I will say everything again, and you may catch up or check your work. Ready?"



## **Section B** (cont.)

### **Directions for Section B Lesson 17, page 30**

**Say:** "Pick up a black crayon.

Draw a line under the ball.

Color the rectangle quickly.

Make a ring around the cat.

Put down your crayon."

### **Directions for Section B Lesson 18, page 31**

**Say:** "Pick up a blue crayon.

Put your crayon on the pear.

Draw a line from the pear to the mouse.

Color the bottom part of the boat quickly. (may demonstrate)

Draw a line under the pear.

Put down your crayon."

### **Directions for Section B Lesson 19, page 32**

**Say:** "Pick up a black crayon.

Make a ring around the shoe.

Make an X on the moon.

Put your crayon on the peanut.

Draw a line from the peanut to the shoe.

Put down your crayon."

### **Directions for Section B Lesson 20, page 33**

**Say:** "Pick up a crayon.

Color the broom quickly.

Draw a squiggly line under the gingerbread boy.

Make a box around the candle.

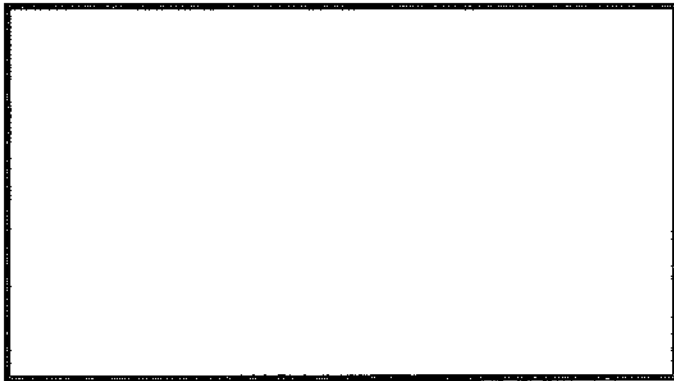
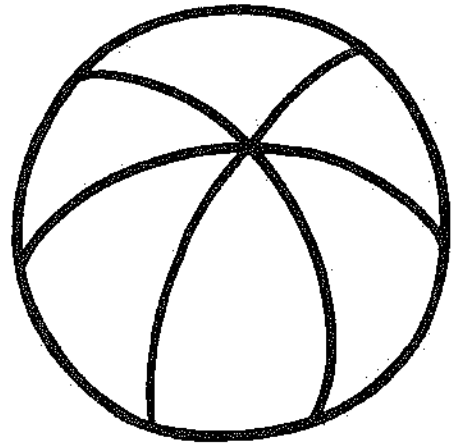
Draw a big dot above the broom. (may demonstrate)

Put down your crayon."

Name \_\_\_\_\_

## Section B

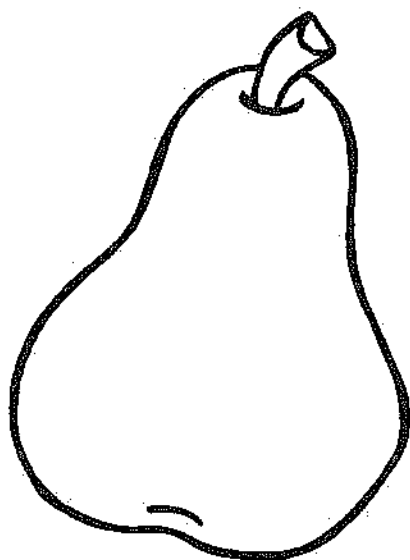
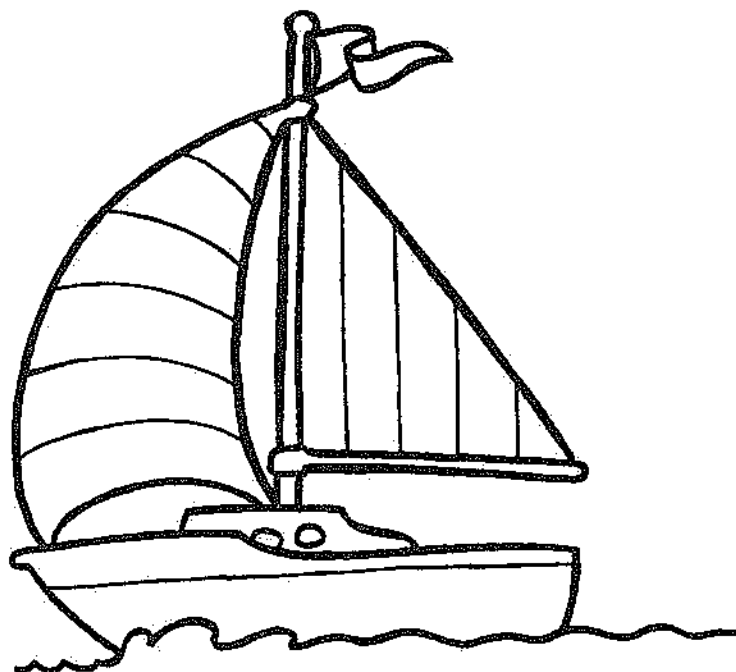
## Lesson 17



Name \_\_\_\_\_

## Section B

## Lesson 18

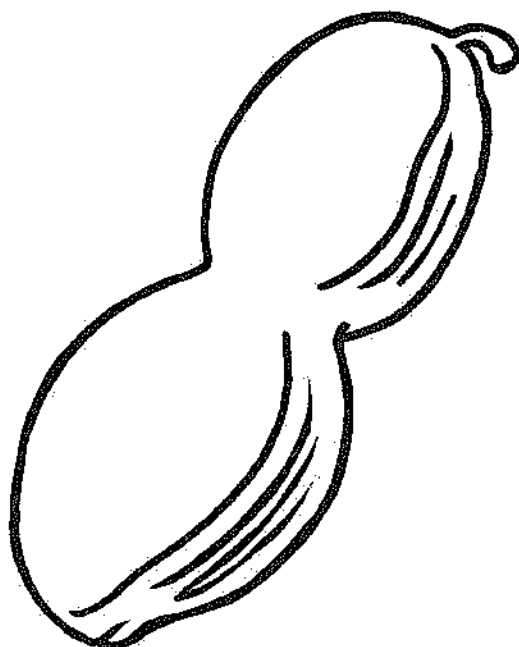
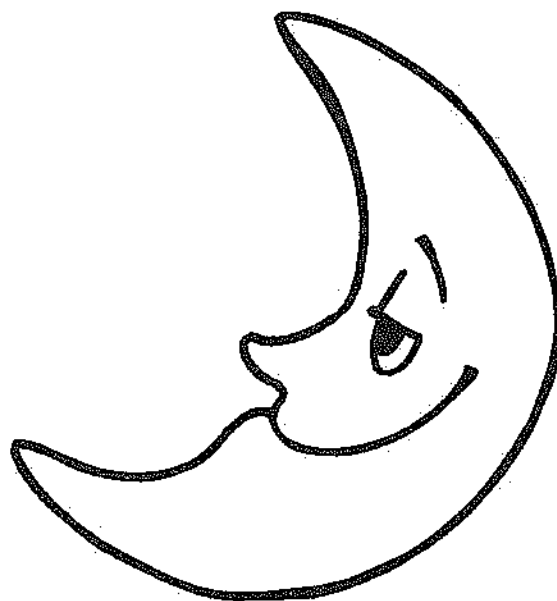
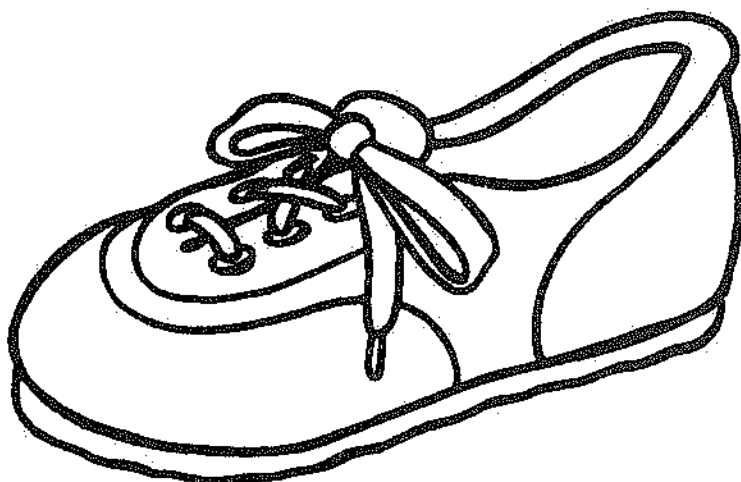




Name \_\_\_\_\_

## Section B

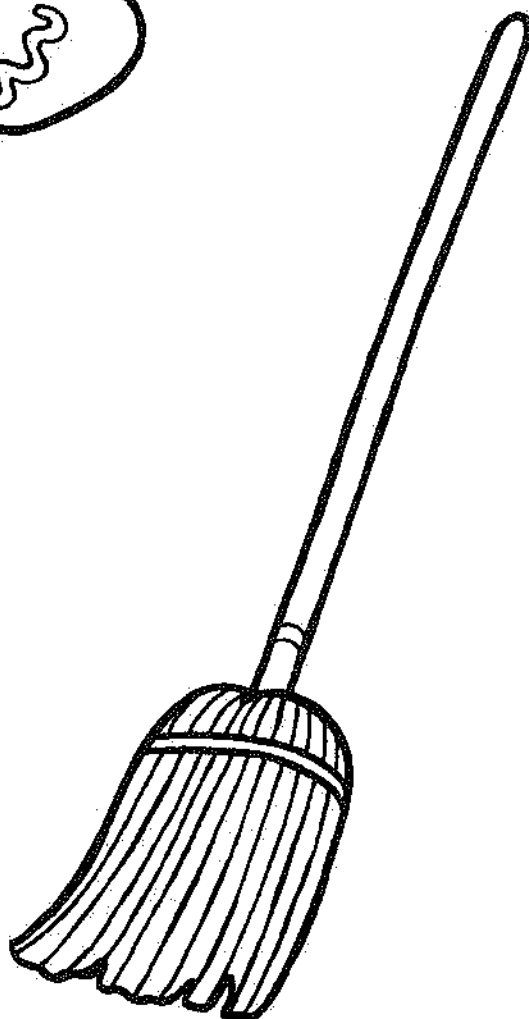
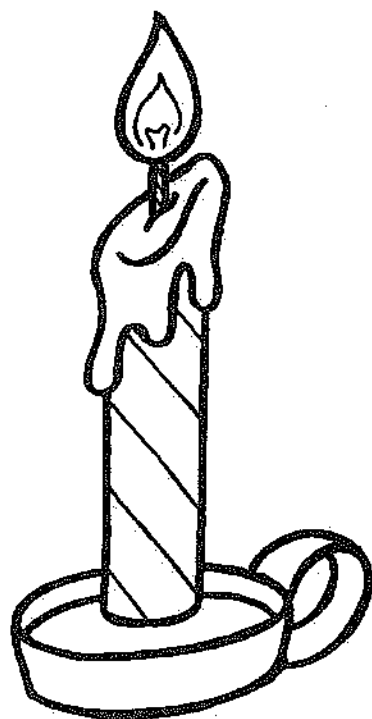
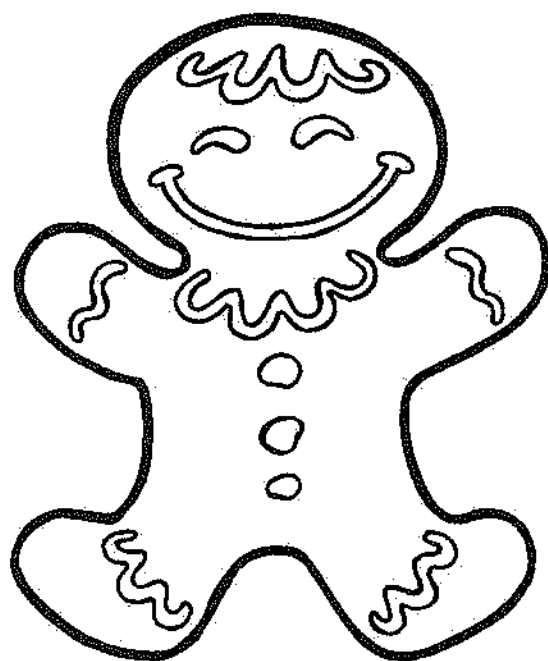
## Lesson 19



Name \_\_\_\_\_

## Section B

## Lesson 20



# Lesson 7 - Phonological / Phonemic Awareness

## Words, Syllables and Sounds

7



### Instructional Targets

#### Toddler 3-4 Years

##### *Language and Literacy Development: Early Reading/Phonological Awareness*

- Begin to recognize that words are made of spoken sounds.
- Distinguish and identify sounds in the environment.

#### Pre-Kindergarten 4-5 Years

##### *Language and Literacy Development: Early Reading/Phonological Awareness*

- Show understanding of spoken words, syllables and sounds (phonemes); counting syllables, sounds and words; rhyming words; phoneme blending; and common initial phonemes.
- Understand the link between letters and sounds.



### Differentiated Tasks

#### Level 3 Students will...

- Tap or clap sounds or syllables of a spoken word.
- Blend and segment sounds to produce a spoken word.

#### Level 2 Students will...

- Participate in a supported tap or clap to indicate sounds or syllables in a word.
- Identify pictures that represent sound blending of words.

#### Level 1 Students will...

- Participate in a supported tap or clap to indicate sounds or syllables in a word or words in a sentence.
- Attend to sound blending activities.



### Topic Connection

Throughout this unit, students discuss sounds they hear all around them. In this lesson, students will manipulate sounds in words such as ape and van. NOTE: The letter x will be used in the final position in some words.



#### Topic Words



hear\*  
sound



#### Literacy Words

blend	sentence	syllable
segment	sound	word

\* Power Words

### Benchmark Assessments

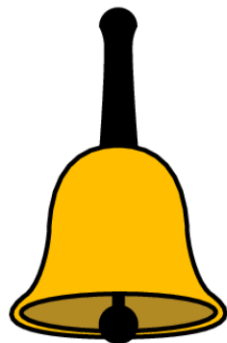
- Early Learning: Phonemic Awareness Phoneme Blending
- Reading: Final Letters

### Monthly Checkpoints

- Level 2-3 Language and Literacy Development

# Syllables

bell



drum



horn



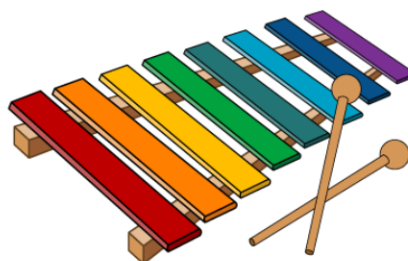
guitar




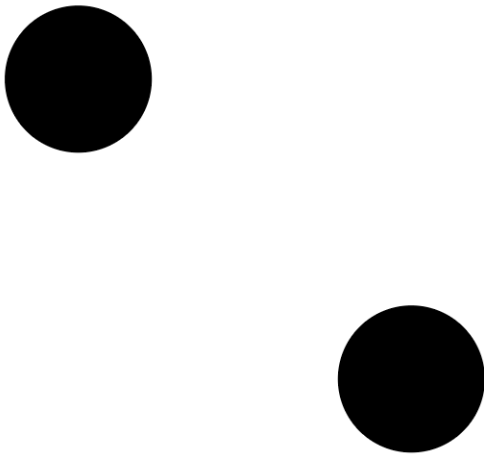
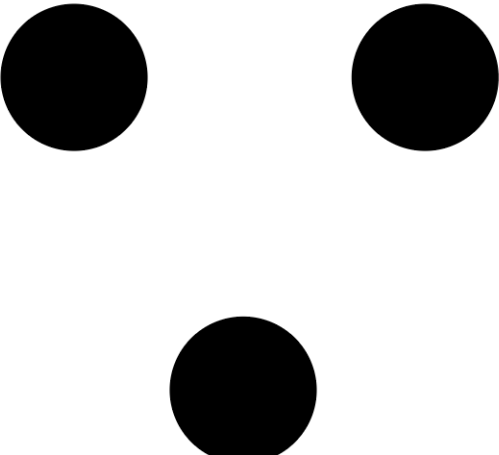
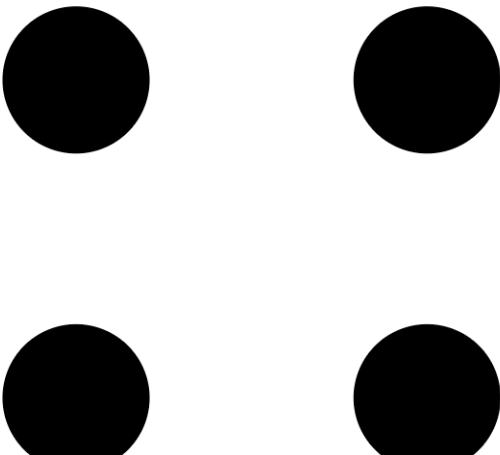
piano



xylophone



# Syllables

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 

# Sound Imagery

Ella sees a shooting star in the sky. She opens her mouth (ask students to open their mouth), points in the sky and says /a/, /a/, /a/.

**long /a/**



**Aa**

Hugh watches his mom vacuum. The vacuum makes a loud /v/ sound. (Hold /v/ and encourage students to place hand on throat to feel the vibration.)

**/v/**



**Vv**

Ella hears the sound of fireworks. She covers her ears and smiles (have students pull lips back in a smile) as the fireworks shoot into the sky /ks/, /ks/, /ks/.

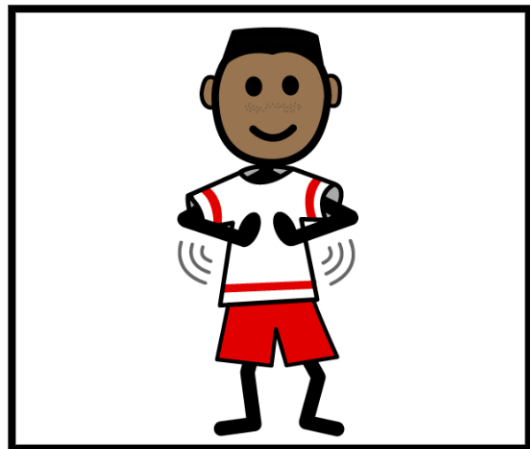
**/ks/**



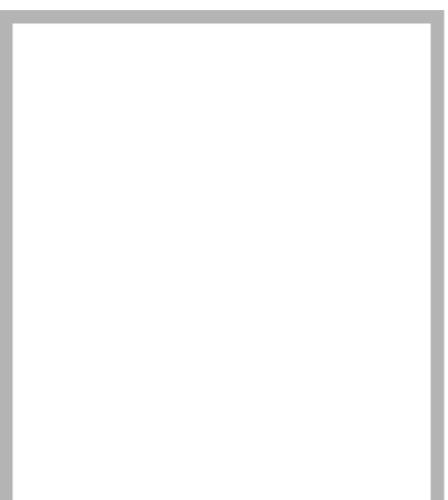
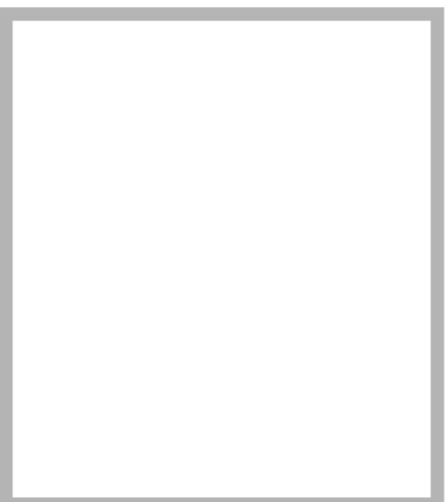
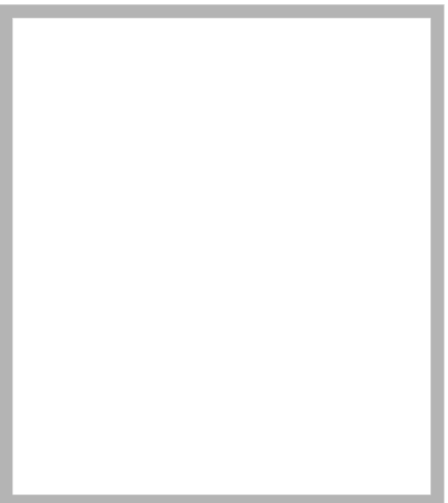
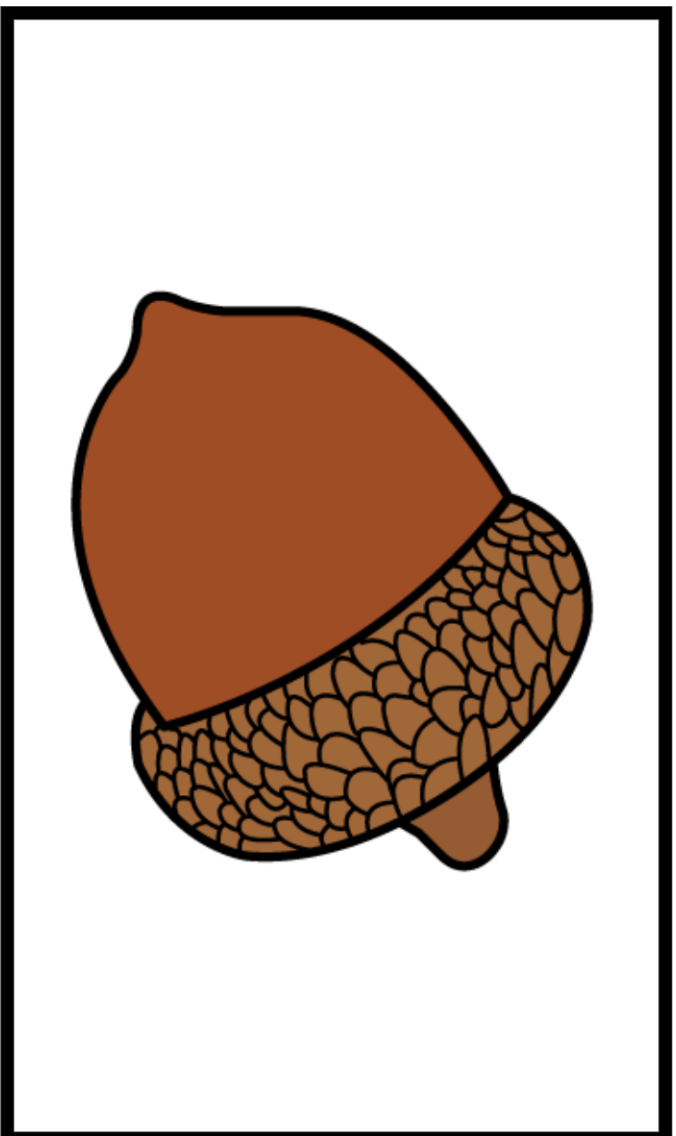
**Xx**

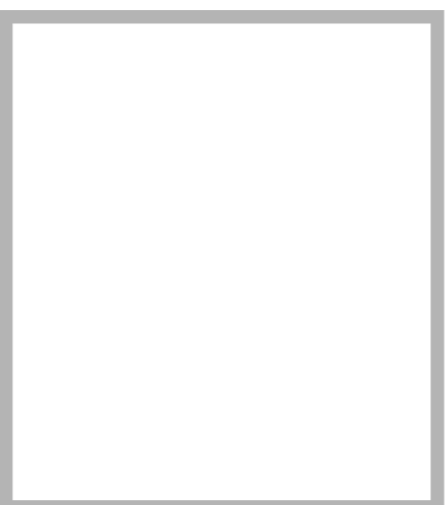
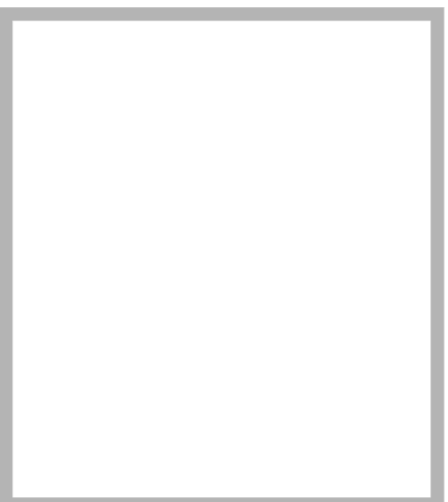
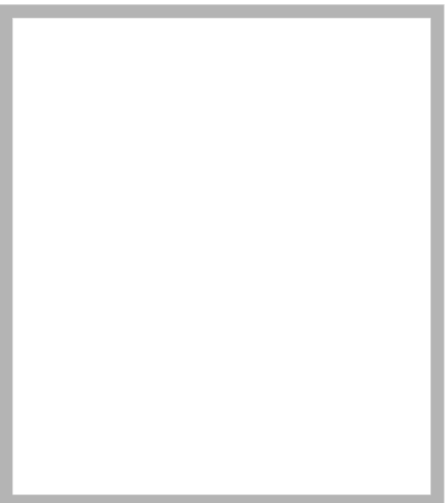
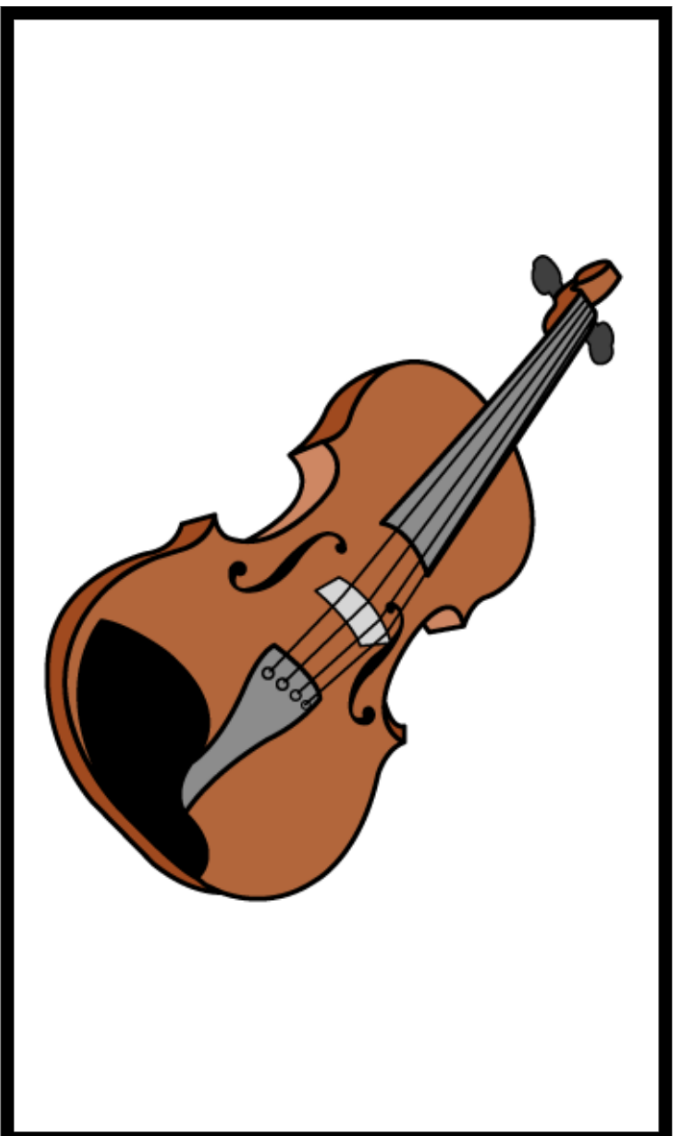
Hugh hears the pounding of the drum. He claps his hands together to the beat and says /y/, /y/, /y/.

**/y/**

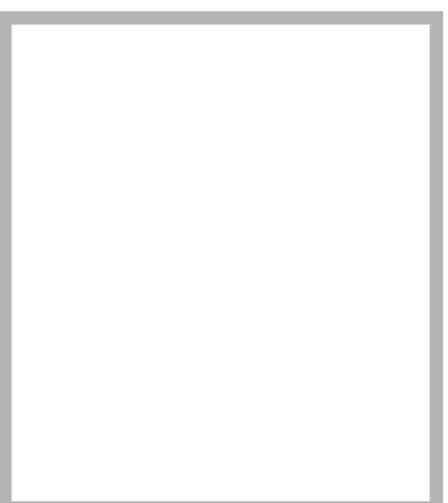
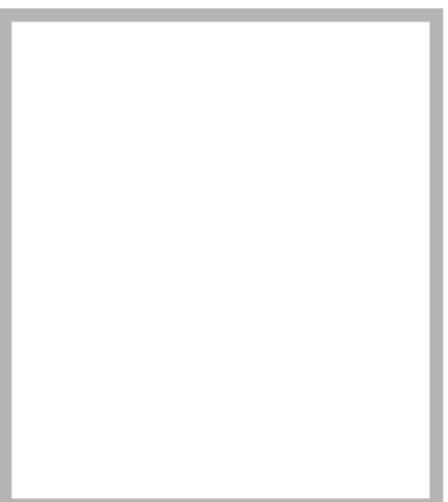
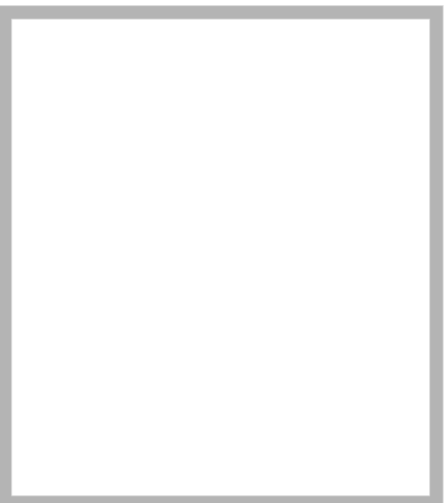
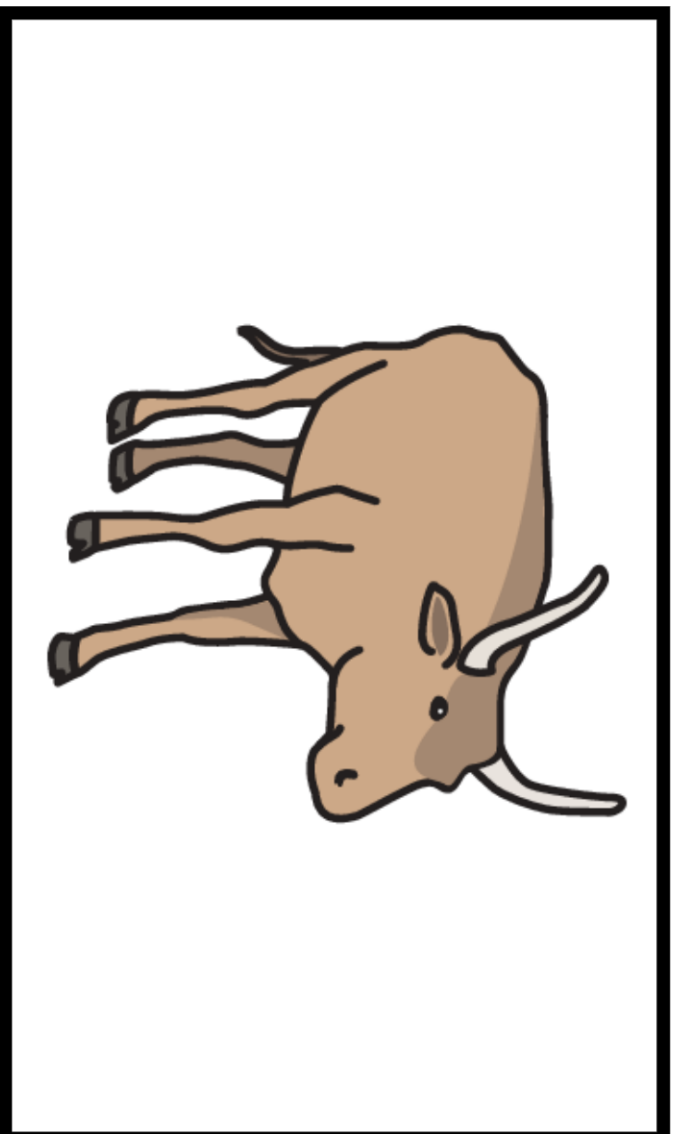


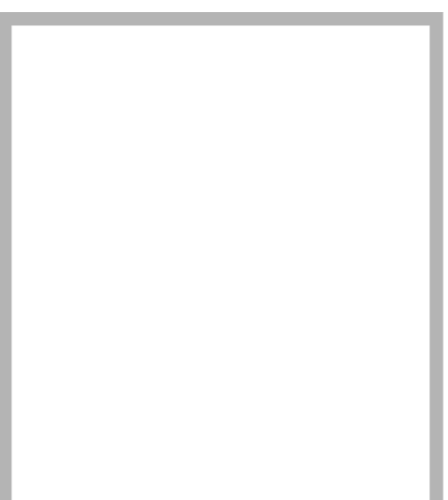
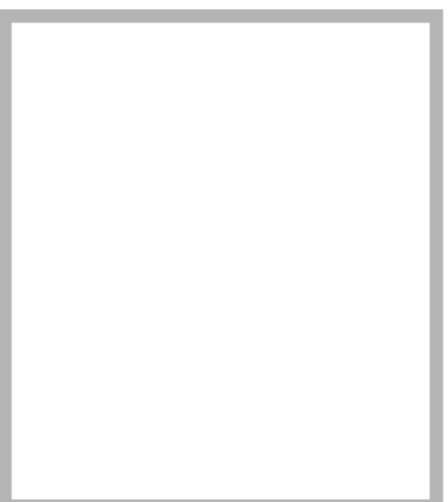
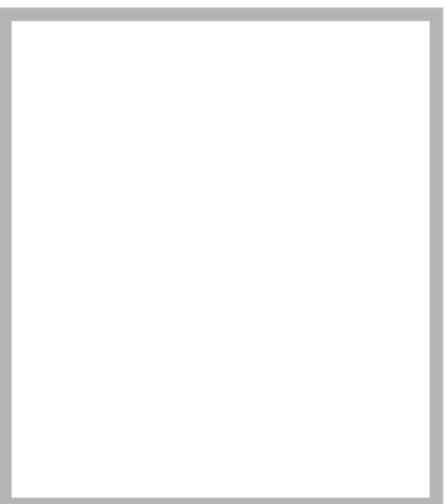
**Yy**



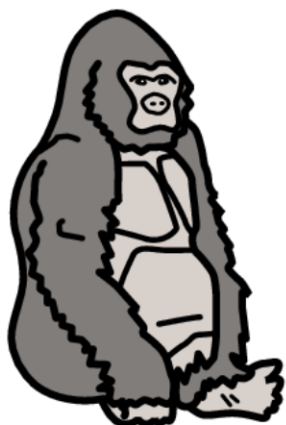








# Phonemic Awareness



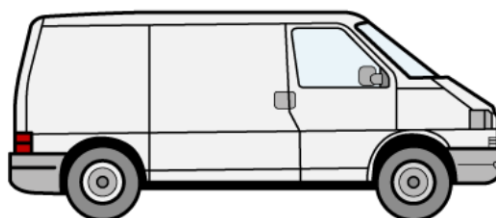
**ape**



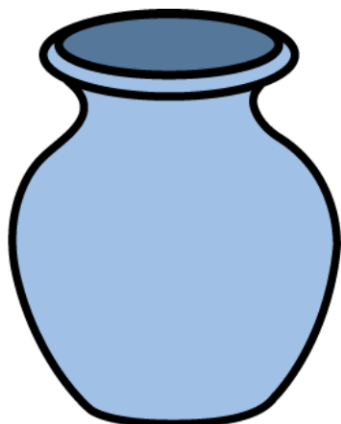
**April**



**angel**



**van**

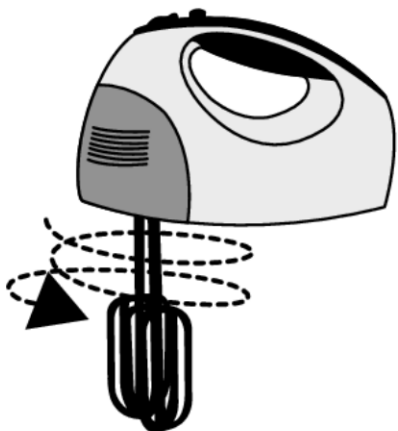


**vase**

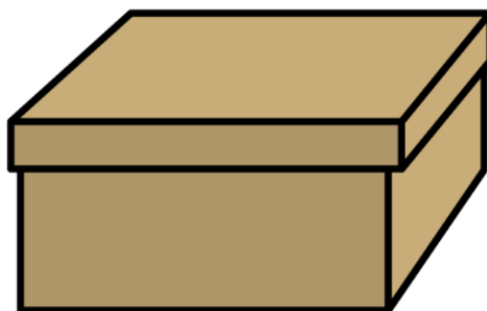


**vest**

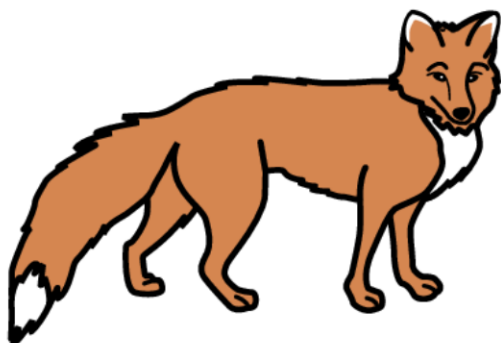
# Phonemic Awareness



**mix**



**box**



**fox**



**yuck**



**yak**



**yarn**

# Phonemic Awareness

A

a

V

v

# Phonemic Awareness

**X**

**x**

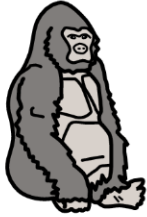
**Y**

**y**



For hands-on instruction, print, cut out and laminate.

ape



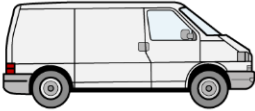
April



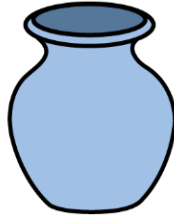
angel



van



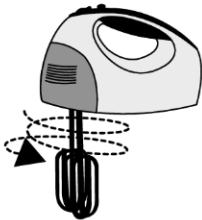
vase



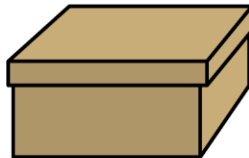
vest



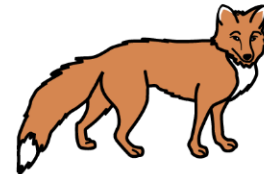
mix



box



fox



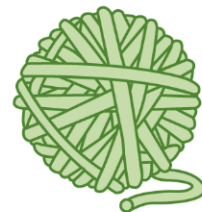
yuck



yak



yarn



# Resources



# Cut Apart Visual Schedule:

Have your child help you draw a picture to visualize each portion of the day or use some of the resource pictures, cut and glue.

Breakfast/Lunch and  
Free Play

Focus Activity and  
Meeting

Outdoor/Gross Motor  
Time

Hand Washing

Intentional Teaching  
Time:

Choice Time

Read Aloud
Intentional Teaching Time Part 2
Music and Movement



# Rainy Day

Rain, rain, rain,

Falling, falling down.

Drip, drop, drip, drop,

Rain hits the ground.

Wet, wet, wet,

There is no outside play.

Puddles and puddles,

I want a sunny day!



## **I'm a Little Teapot**

I'm a little teapot,  
Short and stout.  
Here is my handle,  
Here is my spout.  
When I get all steamed up  
Hear me shout,  
Tip me over and  
Pour me out!



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Hands  
that look  
clean can still  
have icky  
germs!

# Wash YOUR HANDS!



U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention