

Phonics: Letter Name and Sounds

Introduction

A set of optional lessons has been written for teaching initial letter sounds and names of specific vocabulary words from MEville to WEville. These letters and the accompanying (target) vocabulary and word wall words are as follows:

Letter and Target Words and MEville to WEville Lesson (for each word)

M mVocabulary

me.....Unit 1 Part 1 Lesson 1
mad.....Unit 1 Part 2 Lesson 3

Word Wall

make.....Unit 3 Part 3 Lesson 1
me.....Unit 1 Part 1 Lesson 1

B bVocabulary

boy.....Unit 1 Part 1 Lesson 2
book.....Unit 1 Part 3 Lesson 5
bus.....Unit 3 Part 2 Lesson 3

Word Wall

big.....Unit 3 Part 1 Lesson 1

G gVocabulary

girl.....Unit 1 Part 1 Lesson 3
goUnit 2 Part 2 Lesson 3
give.....Unit 2 Part 3 Lesson 3

Word Wall

go.....Unit 3 Part 2 Lesson 1

W wVocabulary

work.....Unit 2 Part 2 Lesson 2

Word Wall

what.....Unit 1 Part 3 Lesson 1
we.....Unit 2 Part 1 Lesson 1
work.....Unit 2 Part 3 Lesson 1
want.....Unit 3 Part 2 Lesson 1
will.....Unit 3 Part 3 Lesson 1

H hVocabulary

happy.....Unit 1 Part 2 Lesson 1
help.....Unit 2 Part 3 Lesson 1

Word Wall

have.....Unit 2 Part 1 Lesson 1
help.....Unit 2 Part 3 Lesson 1

L lVocabulary

look.....Unit 1 Part 1 Lesson 5
live.....Unit 2 Part 2 Lesson 5
laugh.....Unit 2 Part 3 Lesson 4
lunch.....Unit 3 Part 2 Lesson 4

Word Wall

like.....Unit 1 Part 3 Lesson 1
look.....Unit 3 Part 3 Lesson 1

S sVocabulary

sad.....Unit 1 Part 2 Lesson 2
scared.....Unit 1 Part 2 Lesson 4
student.....Unit 3 Part 1 Lesson 1
school.....Unit 3 Part 2 Lesson 1
sing.....Unit 3 Part 3 Lesson 5

Word Wall

see.....Unit 2 Part 2 Lesson 1

T tVocabulary

tired.....Unit 1 Part 2 Lesson 5
teacher.....Unit 3 Part 1 Lesson 2
together.....Unit 3 Part 1 Lesson 5

Word Wall

to.....Unit 1 Part 3 Lesson 1

P pVocabulary

people.....Unit 1 Part 3 Lesson 1
place.....Unit 1 Part 3 Lesson 3
parents.....Unit 2 Part 1 Lesson 2
play.....Unit 2 Part 2 Lesson 4
paper.....Unit 3 Part 2 Lesson 5

F fVocabulary

food.....Unit 1 Part 3 Lesson 2
family.....Unit 2 Part 1 Lesson 1
friend.....Unit 3 Part 1 Lesson 4

Word Wall

for.....Unit 3 Part 2 Lesson 1

C cVocabulary

cat.....Unit 2 Part 1 Lesson 4
clothes.....Unit 1 Part 3 Lesson 4
class.....Unit 3 Part 1 Lesson 3
count.....Unit 3 Part 3 Lesson 3

Word Wall

can.....Unit 3 Part 1 Lesson 1

D dVocabulary

dog.....Unit 2 Part 1 Lesson 5
draw.....Unit 3 Part 3 Lesson 4

Word Wall

do.....Unit 2 Part 2 Lesson 1

R rVocabulary

room.....Unit 3 Part 2 Lesson 2
read.....Unit 3 Part 3 Lesson 1

Phonics: Letter Name and Sounds Introduction

Letter Name and Sound lessons were written to provide students with a context (learned vocabulary and/or word wall word) for learning the function of a letter and the name and/or sound of that letter (initial letter of the vocabulary word). The use of these lessons is at the discretion of the teacher. If you choose to teach these lessons, you may choose which letters to teach. It is recommended that you teach the initial letter of the vocabulary or word wall word right after the word has been taught or during the lesson. In certain instances there is more than one vocabulary word with the same letter. If that is the case, it would be beneficial to the students to teach the letter again after or during the lesson each word is taught to provide the opportunity for students to generalize the concept and skill.

There is a structured lesson provided for each initial letter. The lesson contents are written in a predictable format but letter-specific activities are provided as well. In addition, there is an opportunity to choose one or more other activities for practice found in the Activity Box. The Activity Box contains games and sensory activities for any letter of the alphabet.

Once you have chosen a letter to teach based on the current MEville to WEville lesson you are teaching, gather items from the materials list, including items to print as indicated. Large letters, pic-symbols, and vocabulary/word wall words are located after each letter lesson. In addition, a smaller set of the letters taught in the lessons have been included along with the remaining letters in the alphabet.

When reading the Letter Names and Sounds Lessons and the Activity Box, notice the bold words. These words are found in the Action Dictionary on your Members Only website. The Action Dictionary provides alternatives when a student is unable to perform an action in a lesson in the typical way. Teachers can find the action, or a similar one, in the Action Dictionary with one or two pages of adaptation ideas. They use the ideas as a springboard for their own ideas, use them as is, or tweak the adaptation to fit the student's needs best.

How often you teach the letters, which letters you choose, and/or whether or not you teach them is up to you and your IEP team. It will be beneficial to discuss the choice of letters with each student's speech and language clinician and occupational therapist. They can help you choose letters that will be more successful for the students to imitate and write, whether by verbal speech, writing with a pencil, or by alternatives that help your students be successful, active literacy learners.

Remember, MEville to WEville is primarily designed as a first literacy experience for students to learn concepts of print and build strong first impressions of what it means to be a competent reader. Letter lessons add to that knowledge as students learn their function and use in words, both spoken and written.

Phonics: Letter Name and Sounds Activity Box

The following activities are optional practice activities that can be completed in the practice section of the lesson for individual letters or any time during or after the lessons. Choose to use them at your discretion.

1. ABC Sort: Gather a variety of letters (plastic, paper letters in different font style, letters cut from magazine, etc.). Place one of each letter in front of a container, bowl, or other designated space. Students **sort** the letters. Note: this task can be set up with one letter to **match** or two or more letters to **sort**.

ABC Sort Game: Divide students into two teams. Draw a T-chart on the board or piece of paper with 6 lines in each column. Place set of two different letters on the table (variety of learned letters in several sizes and fonts) face down. Students take turns **choosing** a letter and **saying** the name and sound. Student **places** the letter in the correct column. The student to place the sixth letter in one of the columns is the winner.

2. Use masking/duct tape to fasten very large letters on the floor. Take turns following the path by walking or rolling a toy car, **saying** the letter name and sound.
3. Students **write** a letter in colored salt through a gallon-sized freezer zipper bag while **saying** the name/sound.
Directions:
 - a. Fill bag with salt and 5 drops food coloring. Seal well and shake.
Option: seal salt in plastic bag and write through it or dump salt on a tray.
 - b. Write letter and student traces on the path you made.
4. Students make personalized picture book or a PowerPoint e-book for a specific letter by **choosing** and **fastening** objects, and/or pictures. Students **read** the book by **saying** the letter name/sound along with the name of each object or pictured object. Here are some ideas to get you started:
 - a. Collect magazine and/or Internet pictures, food wrappers, small objects, etc. that begin with the chosen letter, e.g. a C book would have a page each for cotton, cat, and cookie. Tip: be sure to include the student's interest, if possible.
 - b. Include a color or object to place on an outline of the letter, e.g. a C book would have cotton balls or coffee beans glued to a C outline.
 - c. Tour school and take pictures of objects that begin with the letter to include in the book pages. Be sure to include names of familiar adults and students.
5. Provide three-dimensional letters made from foam, magnetic material, wood, dried glue in letter form, and/or wax yarn letters to provide a sensory link to the letters. Students **match** and **sort** these letters, then **say** the name/sound of each. Option: fasten 3-D letters to single message communication devices and record the name or sound for practice. Students **take turns choosing** a letter and **saying** the name/sound. Student with the most of any letter wins.
6. Provide ABC cookie cutters and play dough with a plastic dowel or rolling pin. Students **roll** dough to **make** letters and practice **saying** the names and sounds.
7. Students **choose** initial letter picture stamps and pictures with the matching beginning letter and sound to fasten on a large letter page. Students **say** the letter name, sound, and picture names when **showing** the completed letter.