

- ◆ After students choose a word, hold up the cards for the word pair so they can see the length of each word and determine for themselves if their choices were correct.

Phonemic Awareness

Syllable Blending and Segmentation

- ◆ Say a student's name syllable by syllable. Say the name again, clapping out the syllables. Announce the number of syllables in the name, and then blend and say the complete name again. For example, say *Jordan. Jor-dan. Two. Jordan.*
- ◆ Have students say and clap the name with you, following your model.
- ◆ Continue the activity, varying the names you choose among one-, two-, three-, and more syllable names. As a variation, you can have a student say her or his name to begin the segmentation practice.

How the Alphabet Works

- ◆ Give each student an **Alphabet Letter Card** with one of these letters: *Bb, Cc, Ff, Hh, Jj, Ll, Nn, Rr, or Tt*. Tell students they are going to become experts on their letters' names, shapes, and later, sounds. Students with the same letter will be in one group.
- ◆ After each student in a group has been given a letter, do a quick review of all the group letters. Call on someone from each group to say *Our letter is _____*. Explain to students that each day you will hand out their Special Letters and that they should place the letters in front of them.
- ◆ Assemble a set of **Alphabet Letter Cards** that contains two cards for each letter. Shuffle these cards, and put them in your lap. Hold up the cards one by one, and ask students in that Letter Expert group to hold up their Special Letters and to say the letter name when you give them the signal.
- ◆ Give each Letter Expert group a container of **Alphabet Letter Cards** you have prepared ahead of time. Tell each group to work together to sort the letters in its container and to find all the copies of its Special Letter.



Teacher Tip

HOW THE ALPHABET WORKS In How the Alphabet Works, you are introducing students to the idea that letters and their associated sounds work together in a systematic way to create words. Each student will become a letter expert on a certain letter. Assign at least two students to each letter so they can work together. Assign the letters quickly, and avoid drilling students. Simply make sure they understand that they are responsible for a particular letter and that they know who else in their class has the same letter.

Differentiating Instruction

English Learners

IF ... students are at the beginning proficiency level, **THEN ...** pair them with proficient English speakers for the Letter Expert Groups.