



## Daily and Supporting Learning Targets

- Opening A: I can follow along in a shared text (poem). (RF.K.1)
  - I can count the number of words in a sentence.
  - I can point to the first word in a sentence.
  - I can point to the last word in a sentence.
  - I can point to words in a text.
  - I can move my finger under words as I read them on a page, left to right and top to bottom.
- Work Time A and B: I can identify the name and sound for the letters “d,” “f,” and “l.” (RF.K.3)
  - I can identify the name of each uppercase letter.
  - I can look at each consonant and say its sound.

## Ongoing Assessment

- Observe students during the Opening. Determine whether they demonstrate one-to-one correspondence with words.
- Observe students during Work Time. Determine whether they can say the sounds for each letter correctly. Refer to the Articulatory Gestures chart as needed.
- Record students’ progress on the Snapshot Assessment.

## Agenda

1. **Opening (5 minutes)**
  - A. Poem Launch: “An Afternoon Swim”
2. **Work Time (10–15 minutes)**
  - A. Getting to Know Letters (Part 1): “d,” “f,” and “l”
  - B. Letter-Sound Chant: “d,” “f,” and “l”
3. **Closing and Assessment (2 minutes)**
  - A. Reflecting on Learning
4. **Differentiated Small Group Instruction and Rotations (40–45 minutes)**

## Teaching Notes

### In advance:

- Prepare:
  - Enlarged poem: “An Afternoon Swim” (or write on chart paper/poster)
  - Poetry notebooks: Each student needs a spiral or composition book with a copy of the poem: “An Afternoon Swim” glued or taped inside, or else a loose copy in a plastic sleeve
  - Snapshot Assessment (optional; one per student)
- Gather materials for differentiated small group instruction (see Differentiated Small Groups: Work with Teacher).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

- high-frequency word, keyword (L)

## Materials

- ✓ Enlarged poem: “An Afternoon Swim” (to display; can be handwritten on chart paper)
- ✓ Large pointer (optional; for teacher to point to words in poem as the class recites)
- ✓ Poetry notebooks (one per student; see Teaching Notes)
- ✓ Poem: “An Afternoon Swim” (one per student in poetry notebooks)
- ✓ Keyword Picture Cards: “d,” “f,” and “l” (one of each for teacher to display)
- ✓ Articulatory Gestures chart (to post)
- ✓ Snapshot Assessment (optional; one per student)

## Opening

### A. Poem Launch: “An Afternoon Swim”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):  
*“Now let’s read the poem, line by line. Open up your ears to find the rhyme. When we read together, we sound great. Listen up to the rhymes we make.”*
- Begin the Poem Launch instructional practice:
  1. Teacher says: “Listen closely as I read this poem. Touch your nose if you hear anything about a dog, a fish, or a lion.”
  2. Teacher reads the **enlarged poem: “An Afternoon Swim”** once or twice, pointing to each word as he or she reads it (with a finger or **pointer**).
  3. Teacher says: “I saw many of you touch your nose when you heard the lines ‘Dog and his friend Lion said, “Hey, let’s play,”’ and ‘And as they took a dip, they looked for their friend Fish.’ Close your eyes and picture these friends down by the riverbed.”
  4. Teacher asks:  
*“Do you see fish swimming fast?” (Consider allowing all or a few students to act out the scene.)*
  5. Teacher says: “Now I want you to try to read the poem with me.”
  6. Teacher rereads the poem several times, encouraging students to read with her chorally. During the shared reading of the poem, ask students to:
    - Count the number of words in each line.
    - Point to the first word in each line and then the last word in each line.
  7. Teacher distributes **poetry notebooks** or copies of the **poem: “An Afternoon Swim”** to individuals or partners.
  8. Students follow along chorally as teacher reads aloud, pointing to the words on their copy of the poem as they read.

9. Repeat as needed to ensure that most students have memorized the words.
10. Teacher says: “Today we learned how to point to each word in the poem as we said it. The next time we read the poem together, we are going to look closely at those words and search for letters we know.”

### Meeting Students' Needs

- To provide support or practice with left-to-right directionality and one-to-one matching, consider inviting individual students to approach the enlarged poem and point to the words as the class chorally recites.
- Consider modeling how to count the words in each line for students who need help with this skill.

## Work Time

### A. Getting to Know Letters (Part 1): “d,” “f,” and “l”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):  
*“Now we’ll learn the letters, short and tall. Get our bodies ready to write them all. When we learn the letters, we will shout. We know their names, we figured it out!”*
- Begin the Getting to Know Letters (Part 1) instructional practice:
  1. Teacher says: “We are going to get to know three new letters today: ‘d,’ ‘f,’ and ‘l.’ We will learn the names, the sounds, and keywords for these three letters.”
  2. Teacher holds up **Keyword Picture Card: “d,”** showing only the picture, and asks:  
*“Can anyone tell me the name of this object?” (dog)*  
*“What sound do we hear at the beginning of the word: ‘dog?’” (/d/)*
  3. Teacher says: “Let’s all say that sound together: /d/.”
  4. Students repeat sound: /d/.
  5. Teacher asks:  
*“What is the name of this letter?” (“d”)*  
*“What letter makes the sound /d/?” (“d”)*
  6. Teacher says: “Right! Underneath our dog is the letter ‘d.’ Let’s use our arm as the pencil to skywrite the letter ‘d’ as we say the word ‘dog.’”
  7. Teacher models skywriting: “When we make the letter ‘d,’ we start at the top and pull down, then go back up halfway, make a bump to the left and back around to the bottom.”
  8. Teacher models skywriting of “d” with the keyword “dog.”
  9. Teacher says: “I wonder if we can think of more words that begin with that sound.”
  10. Teacher asks:  
*“Who can share a word that begins with /d/?”*
  11. Teacher records word on chart and asks:  
*“What letter is making our /d/ sound in this word?” (“d”)*

12. Teacher says: “Right! The letter ‘d’ says /d/. I’m going to circle the letter ‘d’ in the words we share.”
13. Teacher invites students to share two or three more words that begin with /d/.
14. Teacher says: “These are great words! Now let’s see if we can think of some words that end with the sound /d/.”
15. Repeat steps 10–14 with words that end with /d/.
16. Teacher says: “What a great list of words we have created! And all our words have the sound /d/ made by the letter ‘d,’ just like in our dog!”
17. Repeat steps 2–15 with “f” and “fish.”
18. Repeat steps 2–15 with “l” and “lion.”
19. Teacher says: “Now we’ve met ‘d,’ ‘f,’ and ‘l.’ In the next lesson, we’ll get to know them even better—we’ll learn how to write them!”

### Meeting Students’ Needs

- Have students use their arm in skywriting rather than just their hand or finger. The large movement engages the physical connection to both the letter formation and phoneme.
- Remind students that the /d/ sound stops with the tongue blade pushing downward and does not include the “uh” that many students add to the sound.
- If students need help thinking of new words beginning or ending with the /d/ sound, offer clues. Example:  
*“What animal says ‘quack?’” (duck)*
- If students need help thinking of new words beginning or ending with the /f/ sound, offer clues. Example:  
*“What word means the opposite of slow?” (fast)*
- If students need help thinking of new words beginning or ending with the /l/ sound, offer clues. Example:  
*“What meal do we eat during the middle of the day?” (lunch)*
- If students offer a word that begins with a different sound, remind them to notice the way /d/, /f/, or /l/ feels in their mouth when they say each keyword. Ask them to repeat the word and notice if the beginning sound of the word feels the same in their mouth.
- Note that words ending with /f/ and /l/ are not asked for in this lesson; those endings are often double consonants and not yet introduced.
- Encourage students to offer classmates’ names as an option for beginning sounds.

### B. Letter-Sound Chant: “d,” “f,” and “l”

- (Suggested transition song, sung to the tune of “I’m a Little Teapot”):  
*“Now let’s say the alphabet, letter by letter. Here is the letter, here is the sound.  
 When we chant together, we sound great. Listen up to the sounds we make!”*

- Begin the Letter-Sound Chant instructional practice:
  1. Teacher says: “I remember that when I read our poem, we touched our noses when we heard the words ‘dog,’ ‘fish,’ and ‘lion,’ and that we used those words to help us learn about the letters ‘d,’ ‘f,’ and ‘l.’ I bet you think those would be good words to help us remember the sounds that ‘d,’ ‘f,’ and ‘l’ make. So we will use ‘dog,’ ‘fish,’ and ‘lion’ as our keywords for those sounds.”
  2. Teacher asks:
 

***“Who can tell me what a key does?” (unlocks the door)***
  3. Teacher says: “That’s right! So our keywords will be our keys to unlock the sounds for each letter. I’ll show you how we will practice this each day!”
  4. Teacher models the Letter-Sound Chant for “d”: “‘d,’ dog, /d/,” and repeats.
  5. Teacher asks students to join in the Letter-Sound Chant for “d”: “‘d,’ dog, /d/,” and repeats.
  6. Repeat steps 3–4 with “f” and “l.”
  7. Teacher says: “Great job! When we learn new letters, we also learn a keyword to help us unlock the sound. Knowing the sounds for letters helps us become better readers.”

### Meeting Students' Needs

- Refer to the Articulatory Gestures chart (see supporting materials) as needed to support students in producing sounds for each letter.

## Closing and Assessment

### A. Reflecting on Learning

- Emphasize that successful learners think about what they’ve learned and why it’s important. Consider using a metaphor, such as a baseball player learning to keep his or her eye on the ball to know exactly when to hit it.
- Ask:

***“When we see the letter ‘d,’ how can we remember the sound it makes?” (Think of our keyword, “dog,” and listen for the first sound or the sound that “d” makes at the beginning.)***

***“How will that help us with reading or writing?” (Responses will vary.)***

### Meeting Students' Needs

- For students who need additional support organizing their ideas: Provide sentence frames. Example:
  - “When I said the word ‘lion,’ I \_\_\_\_.”

## Differentiated Small Groups: Work with Teacher

*Suggested Plan: Teacher works with the Pre-Alphabetic and Early Partial Alphabetic groups. Teacher may meet briefly with the Late Partial and Early Full Alphabetic groups to get them started on independent work.*

*Note: Groups not working with the teacher at a given time should be engaged in purposeful independent rotation work. Refer to the Independent and Small Group Work guidance document (see K–2 Skills Resource Manual) for more details.*

### Pre-Alphabetic:

- Practice activity: Teacher guides students in sorting pictures sharing initial sounds with keywords (“d,” “f,” and “l”).
  - Teacher cuts apart Initial Sound Sort Pictures.
  - Teacher guides students in sorting pictures by initial sound (/d/, /f/, and /l/).
  - Students paste pictures onto Sort sheet (3 column).
  - If time allows, consider providing each student with their own copies of the Initial Sound Sort Pictures and Initial Sound Sort sheets and having them do the activity again independently.
- Consider also reading the Letter Stories: “d,” “f,” or “l,” found in the Learning Letters Book. After reading the story, practice skywriting the letter. Repeat the following day with the remaining letter.
- Additional Supporting Materials:
  - Initial Sound Sort Pictures (one for teacher use)
  - Initial Sound Sort sheet (one for teacher use)
  - Scissors (one for teacher use)
  - Glue sticks (one per student)

### Early Partial Alphabetic:

- Practice activity: Students sort pictures sharing initial sounds with keywords (“d,” “f,” and “l”).
  - Teacher reviews the names of the objects in the pictures and supports students as they isolate and identify the first sound.
  - Students cut apart Initial Sound Sort Pictures.
  - Students sort and paste pictures on Initial Sound Sort sheet (3 column).
- Consider also reading the Letter Stories: “d,” “f,” or “l,” found in the Learning Letters Book. After reading the story, practice skywriting the letter. Repeat the following day with the remaining letter.
- Additional Supporting Materials:
  - Initial Sound Sort Pictures (one per student)
  - Initial Sound Sort sheet (one per student)
  - Scissors and glue sticks (one per student)

### **Late Partial and Early Full Alphabetic:**

- Practice activity: Students sort pictures sharing initial and final sounds with keywords (“d,” “f,” and “l”).
- Students cut apart Initial and Final Sound Sort Pictures.
- Students sort and paste pictures on Initial and Final Sound Sort sheet (3 column).
- Additional Supporting Materials:
  - Initial and Final Sound Sort Pictures (one per student)
  - Initial and Final Sound Sort sheet (one per student)
  - Scissors and glue sticks (one of each per student)