

Week 1: Rhyming, Syllables, and the Letters m, s, t

Day 1: Exploring Rhymes & Letter 'm'

Materials Needed:

- A small bag or box ("Mystery Bag")
- Small objects that rhyme in pairs (e.g., cat/hat, block/sock, car/star)
- Letter card for 'm'
- Small tray filled with salt, sand, or sugar for tracing

Lesson Plan (20 minutes)

1. Warm-Up: Syllable Clapping (3 mins)

Say, "Let's be beat detectives! We'll clap the beats in our names." Clap the syllables for "Mi-rabelle" (3 claps). Then, do your name. Find a few objects in the room (e.g., "ta-ble," "win-dow," "book") and clap the syllables together.

2. Activity 1: Rhyme Mystery Bag (7 mins)

Say, "I have a mystery bag with rhyming words! Rhyming words sound the same at the end." Pull one item out (e.g., 'car'). Say its name clearly. Then say, "I'm looking for its rhyming partner. Is it the sock or the star? Car... star. Yes! They rhyme." Let Mirabelle pull out an object and find its rhyming partner from the remaining items. Continue until all pairs are found.

3. Activity 2: Introduce 'm' /m/ (5 mins)

Show the letter card 'm'. Say, "This is the letter **m**. It makes the sound /m/, like when you taste something yummy. Mmm-mmm-good! Let's make the sound together: /m/, /m/, /m/." Ask, "What sound does this letter make?"

4. Activity 3: Tactile Letter Formation (5 mins)

Demonstrate how to write a lowercase 'm' in the salt tray: "Down, bounce up and over, bounce up and over." Guide Mirabelle's finger to trace it, saying the sound /m/ each time she completes the letter. Let her practice a few times independently.

Differentiation: For extra support, guide her hand during tracing. For a challenge, ask her to find something in the room that starts with the /m/ sound.

Day 2: More Rhymes & Letter 's'

Materials Needed:

- Letter cards for 'm' and 's'
- A picture book with clear, rhyming text (e.g., "Goodnight Moon" by Margaret Wise Brown)
- Play-Doh

Lesson Plan (20 minutes)

1. Warm-Up: Review and Syllables (4 mins)

Show the 'm' card. Ask, "What sound does this letter make?" (/m/). Clap the syllables for fun words like "dinosaur," "butterfly," and "ice cream."

2. Activity 1: Rhyming Read-Aloud (6 mins)

Read the chosen rhyming book aloud. Emphasize the rhyming words. After a few pages, pause before a rhyming word and see if Mirabelle can guess what's coming next (e.g., "In the great green room, there was a telephone, and a red balloon, and a picture of the cow jumping over the...").

3. Activity 2: Introduce 's' /s/ (5 mins)

Show the letter card 's'. Say, "This is the letter **s**. It makes the /s/ sound, like a slithering snake. Let's make the sound: /sssss/." Ask, "What sound does a snake make? What sound does this letter make?"

4. Activity 3: Play-Doh Letters (5 mins)

Give Mirabelle a piece of Play-Doh. Say, "Let's make a long snake for the /s/ sound!" Help her roll it out. Then, show her how to curve the snake into the 's' shape. Make a few 's' snakes together.

Differentiation: For support, pre-roll the Play-Doh snake for her. For a challenge, have her make the letter 'm' with Play-Doh as well.

Day 3: Initial Sounds & Letter 't'**Materials Needed:**

- Letter cards for 'm', 's', and 't'
- Small objects or picture cards starting with /m/, /s/, and /t/ (e.g., mouse, sock, tiger, sun, moon, turtle)
- Whiteboard and dry-erase marker

Lesson Plan (20 minutes)**1. Warm-Up: Sound Review (3 mins)**

Quickly flash the 'm' and 's' cards. Have Mirabelle say the sound for each.

2. Activity 1: Initial Sound "I Spy" (7 mins)

Lay out the objects. Say, "Let's play 'I Spy' with sounds! I spy with my little eye something that starts with /m/." Encourage her to find the mouse or moon. Take turns playing for /m/ and /s/ sounds.

3. Activity 2: Introduce 't' /t/ (5 mins)

Show the letter card 't'. Say, "This is the letter **t**. It makes the /t/ sound, like a ticking clock: /t/, /t/, /t/. Let's make the sound. Put your hand in front of your mouth. You should feel a puff of air!"

4. Activity 3: Whiteboard Writing (5 mins)

On the whiteboard, show how to write a lowercase 't': "Down, pick up your pencil, and cross." Let her practice writing 't' on the board, saying "/t/, /t/, /t/" as she writes.

Differentiation: For support, draw dotted lines for her to trace on the whiteboard. For a challenge, ask her to draw a picture of something that starts with /t/ next to her letter.

Day 4: Sorting Sounds**Materials Needed:**

- Letter cards for 'm', 's', 't'
- A variety of small objects/picture cards, some starting with /m/, /s/, /t/ and some that don't
- Three containers or pieces of paper labeled with 'm', 's', and 't'

Lesson Plan (20 minutes)**1. Warm-Up: Rhyming Fun (4 mins)**

Say a word and have Mirabelle say a rhyming word. It can be a real word or a silly nonsense word! "Cat..." (hat, bat, zat). "Dog..." (log, frog, zog). "Sun..." (run, fun, wun).

2. Activity 1: Sound Sorting (10 mins)

Place the three labeled containers on the floor. Give Mirabelle the pile of objects/pictures. Say, "Let's be sound detectives! Pick up an object. What is it?" (e.g., "sun"). "What is the very first sound you hear in sss-un?" (/s/). "Great! Let's put it in the 's' bin." Continue sorting all the objects together.

3. **Activity 2: Letter Formation Review (6 mins)**

Ask Mirabelle to choose her favorite way to practice letters (salt tray, Play-Doh, or whiteboard). Let her spend the time forming the letters 'm', 's', and 't' while making their sounds.

Differentiation: For support, start with only two sounds to sort (e.g., 'm' and 's'). For a challenge, after sorting, ask her to find one more item in the room for each sound's bin.

Day 5: Fun Review Day!

Materials Needed:

- All materials from the week: salt tray, Play-Doh, whiteboard, letter cards (m, s, t), rhyming objects.
- Shaving cream or a finger-paint bag (optional, for fun)

Lesson Plan (20 minutes)

1. **Warm-Up: Syllable Stomping (3 mins)**

Instead of clapping, stomp out the syllables for different animal names: "el-e-phant," "ti-ger," "hip-po-pot-a-mus."

2. **Activity 1: Mirabelle's Choice (12 mins)**

Set up stations for the week's activities: Rhyme Mystery Bag, Sound Sorting, and Letter Writing. Let Mirabelle choose which two activities she wants to do today. Spend about 6 minutes on each chosen activity, playing together.

3. **Activity 2: Shaving Cream Writing (5 mins)**

As a fun reward, spray a small amount of shaving cream on a tray or cookie sheet. Let her practice writing 'm', 's', and 't' in the foam. This is a great sensory experience! (A ziplock bag with a bit of finger paint inside also works for mess-free fun).

Differentiation: This day is built on choice, which is naturally differentiating. Support her in her chosen activities as needed. For a challenge, see if she can write all three letters from memory in the shaving cream.

Week 2: Initial Sounds and the Letters p, n, b

Day 6: Popping for 'p'

Materials Needed:

- Letter cards for 'm', 's', 't', 'p'
- A piece of tissue paper
- Play-Doh
- Picture cards starting with /m/, /s/, /t/, /p/

Lesson Plan (20 minutes)

1. **Warm-Up: Quick Sound Review (4 mins)**

Flash the 'm', 's', 't' cards. Ask for the sounds. Then, play a quick round of "I Spy" with initial sounds: "I spy something in this room that starts with /t/..." (table).

2. **Activity 1: Introduce 'p' /p/ (6 mins)**

Hold the tissue paper in front of your mouth. Say, "This is the letter **p**. It makes a quiet puff of air, like this: /p/, /p/, /p/." Show how the tissue paper "pops" with the puff of air. Let Mirabelle try. Contrast it with /b/ (next week), which is a voiced sound.

3. **Activity 2: Letter Formation (5 mins)**

Using Play-Doh, have her roll a long stick and a small ball. Show her how to make a 'p': "Start with a long line down, then bounce back up and add a ball."

4. **Activity 3: Sound Hunt (5 mins)**

Lay out the picture cards. Say a sound (/p/, /m/, /s/, /t/) and have her hold up the picture that starts with that sound.

Differentiation: For support, hold her hand to feel the puff of air from your mouth for /p/. For a challenge, ask her to name other things that start with /p/ (pizza, popcorn, pig).

Day 7: Noisy 'n'

Materials Needed:

- Letter cards for 'm', 's', 't', 'p', 'n'
- Whiteboard and marker
- A small bell or noisemaker

Lesson Plan (20 minutes)

1. **Warm-Up: Rhyme Time (4 mins)**

Say two words and ask if they rhyme. "Pan... fan?" (Yes!) "Sit... pig?" (No!). "Top... mop?" (Yes!). Make a fun "ding!" with the bell for correct answers.

2. **Activity 1: Introduce 'n' /n/ (6 mins)**

Show the letter card 'n'. Say, "This is the letter **n**. It makes the /n/ sound. Put your tongue up behind your teeth and make a noisy sound: /nnnnn/. It's a noisy sound, like an airplane." Contrast with the quiet /m/ sound where the lips are closed.

3. **Activity 2: Whiteboard Writing (5 mins)**

On the whiteboard, demonstrate how to write 'n': "Down, bounce up and over." Notice how it's like an 'm' but with only one "hump." Let her practice writing 'n' and 'm' side-by-side to see the difference.

4. **Activity 3: Initial Sound Review (5 mins)**

Say a sound (/m/, /p/, /n/, etc.) and have her write the corresponding letter on the whiteboard.

Differentiation: For support, let her trace your finger making the 'n' shape in the air. For a challenge, ask her to listen as you say words (map, nap) and identify if she hears the /m/ or /n/ sound.

Day 8: Bouncing 'b'

Materials Needed:

- Letter cards for all letters learned so far (m, s, t, p, n, b)
- A small ball
- Salt tray

Lesson Plan (20 minutes)**1. Warm-Up: Syllable Bouncing (4 mins)**

Take the ball and say words. Bounce the ball once for each syllable. "Ba-na-na" (3 bounces). "Book" (1 bounce). "Com-pu-ter" (3 bounces).

2. Activity 1: Introduce 'b' /b/ (6 mins)

Show the letter card 'b'. Say, "This is the letter **b**. It makes the /b/ sound, like bouncing a ball: /b/, /b/, /b/. Put your hand on your throat. You can feel it vibrate! /b/ is a noisy sound." Contrast with the quiet /p/ sound.

3. Activity 2: Salt Tray Writing (5 mins)

Demonstrate writing 'b' in the salt tray: "Bat first, then the ball. Down, up, and around." This mnemonic helps distinguish it from 'd'. Have her practice, saying "/b/" each time.

4. Activity 3: Letter Sound Match (5 mins)

Lay out all six letter cards. Say a sound, and have her point to the correct letter. Speed up to make it a fun game.

Differentiation: For support with letter formation, guide her hand in the salt tray. For a challenge, ask her to distinguish between /b/ and /p/ sounds in words you say (e.g., "big," "pig").

Day 9: Blending Introduction**Materials Needed:**

- Letter cards for 'm', 's', 't', 'p', 'n', 'b', and 'a' (short /a/ sound like 'apple')
- Whiteboard and marker

Lesson Plan (20 minutes)**1. Warm-Up: Sound Race (4 mins)**

Lay out the consonant cards. Call out a sound, and see how fast Mirabelle can grab the correct card.

2. Activity 1: Introduce Short 'a' (5 mins)

Show the letter 'a'. Say, "This is a special letter, a vowel. This is 'a' and it can say /a/ like in 'apple'." Practice the /a/ sound together.

3. Activity 2: Let's Make a Word! (8 mins)

Place the 's', 'a', and 't' cards on the table. Point to each and say the sound slowly: "/s/ ... /a/ ... /t/." Then, speed it up: "/s/-/a/-/t/." Then, blend it: "sat." Model this with another CVC (consonant-vowel-consonant) word like 'm-a-p'.

4. Activity 3: Write a Word (3 mins)

On the whiteboard, help her write the word 'sat'. Sound it out as she writes each letter. Celebrate that she wrote her first word!

Differentiation: For support, focus only on listening to you blend the words. Don't push her to blend on her own yet. For a challenge, give her the 'b', 'a', 't' cards and see if she can sound out "bat" with your help.

Day 10: Phonics Fun Fair!**Materials Needed:**

- All letter cards learned
- Any of the writing materials (salt tray, whiteboard, Play-Doh)

- Objects or picture cards from the past two weeks
- Paper and crayons

Lesson Plan (20 minutes)

1. **Game 1: Sound Scavenger Hunt (7 mins)**

Give Mirabelle a letter card (e.g., 'b'). She has 60 seconds to run and find something in the room that starts with the /b/ sound (book, ball, banana). Play for several different letters.

2. **Game 2: Build-a-Word (7 mins)**

Lay out the consonant and vowel cards. Call out a simple CVC word she has seen, like "map" or "sat." Have her find the letters and put them in order to build the word.

3. **Activity 3: Draw and Label (6 mins)**

Ask her to draw a picture of something from one of the words she knows (e.g., a cat, a bat, a map). Help her write the word underneath her drawing. Praise her hard work over the last two weeks!

Differentiation: For support, help her identify the first sound in the object she finds during the scavenger hunt. For a challenge, see if she can create a new, simple CVC word using the letter cards, like 'nab' or 'tab'.