

Little Letter Learners

b-o-x (display letter magnets)

Share the sound each letter represents. **Tap** each letter, in order, and say, “/b/--/o/--/x/. Then **slide** those sounds together, using your finger sliding underneath the magnets to show how we move from left to right, across the letters, to decode words. Say “box.”

Take away the b and note the word *ox* as well. In the same way, **Tap** each letter, in order, and say, “/o/--/x/. Then **slide** those sounds together, using your finger to show how we move from left to right, across the letters, to decode words. Say “ox.”

Check to ensure students know what an ox is. If not, share a simple description (a mature cow, usually male, that’s been trained to do very heavy work such as pulling wagons) and acknowledge that there’s a picture of oxen in the sound sort.

Welcome/Introductions

ABCs (Sing song, pointing to letters on poster.)

Vowel Song (Sing song, pointing to letters on poster.)

Dot-to-Dot

Guess the Covered Letter

Read Featured book(s)

Not a Box by Antoinette Portis

Note the letters and sounds in the word *box*.

Letter Sounds Instruction-

Review the sounds for letters b, o, and x, and invite the students to place the small wooden boxes, in order, to make the word *box*.

Share pictures of items beginning with those letters—except for x whose sounds can be heard in the middles and at the ends of words too—and have the students place the pictures inside the appropriate boxes.

Students will place pictures into . . .

/b/, box, /b/ (kids repeat)

box, bed, bridge, bird, bricks, bread, baby

Note that b is a lip popper. Make the sound and notice the lip movement.

/o/, opera singer, /o/ (kids repeat)

opera singer, octopus, ostrich, otters, off & on, olives, oxen

Motion: Make an o around your lips while making the sound.

/x/, /x-ray/, /x/ (kids repeat)

xylophone, x-ray, x-ray fish, exit, ox, fox, mix, Chex Mix

REMEMBER that x represents /k/-/s/, two sounds. To help kids remember this, share the following motion.

Motion: Make a fist with your right hand and place it on the left shoulder, so your arm is at a diagonal and say /k/. Make a fist with your left hand and place it on the right shoulder, so your arm is at a diagonal and say /s/. Uncross them and make the sounds together while making an x across your chest.

*If a student spells *box* with the letters *b-o-k-s*, we can see that the student is relying upon the sounds. (That's great!) It is through orthographic mapping that we come to know the conventional spellings of words. It goes the other way too. In the early stages, a student may spell *ducks*, d-u-x. (That's great too!) We simply acknowledge the great work done and share the spelling as we'd see it in a book.

*Note- The b-o-x sorting tent is included for use for use as a parent review tool.

Handwriting-

b (tall), o (small), x (small)

Need:

pencils

tracing papers (add stars to show where to place pencil at the start)

handwriting papers

NOTE: Add a star for starting spot on each letter.

Treat/Multisensory Activity

Need:

Chex Mix

Challenge student to spot the x's on the package.

Creative Play/Build a Box

Need:

box form (to be folded by kids to make their own boxes)

letter strip with letters b, o, x (2 of each letter)

glue stick

Invite students to make a 3-D box/cube using 2-D cardboard.

(Discuss 2 & 3 dimensional objects.)

Count how many sides the cube has.

Use the box to do the following activity:

Roll the Die-

Need:

Boxes with letters b-o-x on all three sides

1 minute timer

Students are challenged to see if they can roll the word b-o-x with their boxes—in the correct order—within one minute.

Sentence Reading-

Need:

printed sentence: *It is not a box.*

Provide the short vowel sentence to the student. Direct the student to place a finger under the first letter in the sentence and make the sound, and continue, sound by sound, word by word, until the student has decoded the entire sentence.

Optional: Invite the student to write this sentence at the bottom of the blank handwriting paper.