

Little Letter Learners

Welcome

Introduce today's letters-

l-t-c-s (display upper- and lowercase letters, in front pocket)

Share the primary sound each letter represents, noting what your mouth is doing to produce the sounds.

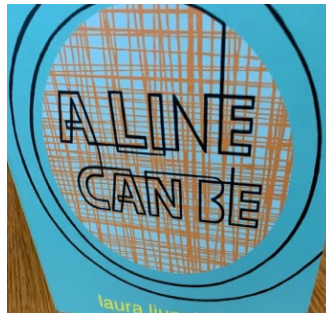
ABCs (sing song, pointing to letters on uppercase, only)

Invite student to find these letters on the uppercase letter sing-a-long poster, then (while singing the song, again) have them find the same letters (c, s, l, t) on the lowercase letter poster. Note the similarities and differences between the cases.

Vowel Song (sing song, pointing to letters on poster)

Dot-to-Dot

Guess the Covered Letter



Read Featured book(s)

A Line Can Be by Laura Ijungkvis

Really notice the pages that say, “A line can be straight or curvy.”

Note that in these lessons, we’re noticing the shapes of letters as well as their associated sounds. We’re not going to make a particular word. If your students know their vowel sounds, however, they will be equipped to decode lots of words by combining c, s, l, and t. Think: cat, set, sill, toss, tic (as in Tic Tac)

Letter Sounds Instruction-

Review the sounds for letters c, s, l and t. Share pictures of items beginning with those letters.

Students will place pictures under the

/c/, candy, /c/ (kids repeat)

beginning- candy, car, cup, cat, cast, cow, crust

/s/, (star) /s/ (kids repeat)

beginning- star, socks, sit, soap, sucker, spider, soup/spoon

/l/, /lips/ /l/ (kids repeat)

beginning- lips, lid, lock, lunch, letters, ladder, leprechaun

/t/, /teeth/ /t/ (kids repeat)

beginning- teeth, tent, toes, teddy bear, toast, tractor, tail



Challenge Activity

Need:

popsicle sticks

Challenge student to make the letters l, t, c, and s with popsicle sticks. Note the difficulty making the letter c and s look “just right.” We can make “blocky” letters, but they’re not quite right. That’s because some letters are curvy.

Multisensory Activity

Need:

letter cutout transformers with brads to manipulate letters to change as noted:

c → s

Note that both are letters where the uppercase and lowercase letters look the same, only the size is different.

l → L

t → T

Note the subtle changes in these two letters as they change from lowercase to uppercase letters and back.

Multisensory Activity

Need:

Letter dishes

Paint brush

Pom poms

Use paint brush to “write” letters pushing pom poms around inside the “walls” of each letter. Note straights and curves as the brush moves the pom pom from the “starting point” to the final “stopping point.”



Curvy



Straight

Be sure to notice the way the s starts like a c, and the subtle changes needed to make the uppercase T into a lowercase t and the uppercase L into a lowercase l.

Handwriting-

c & s (small) Remember: Both lowercase and uppercase are made with only curvy lines.



l & t (tall) Remember: Both lowercase and uppercase letters are made with only straight lines.

Need:

pencils

tracing papers

handwriting papers

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

Invite students to spell a few words using only these letters and short vowels.

(e.g., cut, sit, let, cat, cost, last, slot, class, list, slit, loss, class, etc.)

Multisensory Activity

Need:

Geoboard & rubber bands (to write straight line letters)

Students try to make letters using geoboards and rubber bands.



Sorting Activity

Need:

Letters a → z

headers “curvy,” “straight,” and “mixed.”

Students will place letters under the headers indicating the kinds of lines used to form each letter.

Curvy

c o s – 3

Straight

i k l t v w x y z – 9

Mixed

a b d e f g h j m n p q r u - 14

Creative Play/Large Motor-

Need:

ribbon wands



Have kids use the wands to form the letters (both straights and curves) in the air.