Title: Layered Letter Learning

Subject Matter Emphasis and Level: Reading, Preschool/Kindergarten

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Brief Description of the Lesson/Unit: In this unit students will learn how to identify the letters Mm, Rr, and Ss. The students will identify the sound that is associated with each letter. Students will use different types of media to make the letters Mm, Rr, and Ss. Students will choose the type of activities they want to do to learn about each of the letters and their sounds.

SD Content Standards

K.R.1.1 Students are able to relate letters and sounds, and identify patterns in word phrases.

K.R.1.3 Students are able to demonstrate knowledge of print structures found in books, signs, and other familiar uses of text.

K.R.4.1 Students are able to locate printed material that provides information.

K.W.1.1 Students are able to write a simple sentence using phonetic spelling.

K.W.2.1 Students are able to put letters together to express thoughts.

K.W.3.1 Students are able to write upper and lower case letters as appropriate.
C Layer

“M” Day:

1. Discuss the upper and lower case letter *Mm*. Show students how to make them. Discuss the sound that is associated with the letter *m* and make a list of words that start with /m/.
2. Each student completes 2 activities about the letter *Mm*.
   - Use miniature marshmallows on maroon construction paper to make the capital and lower case *Mm*.
   - Look through magazines and newspapers and find 5 letter M’s and glue them to an index card.
   - In your journal draw pictures of three things that start with the letter /m/ and make the letter sound as you name each picture for your teacher.
   - Complete the handwriting practice sheet for letter *Mm*.
   - Read/look at books associated with the letter *Mm*.

“R” Day:

1. Discuss the upper and lower case letter *Rr*. Show students how to make them. Discuss the sound that is associated with the letter *r* and make a list of words that start with /r/.
2. Each student completes 2 activities about the letter *Rr*.
   - Use raisins on red construction paper to make the capital and lower case *Rr*.
   - Listen to a cassette tape of a song about the letter *Rr* and make pictures of three things in your journal that start with the letter *Rr* sound.
   - Sort a group of pictures according to their beginning sound if they make the /r/ sound put them in the rhino basket and if they don’t put them in the plain basket.
   - Use a red marker to complete the handwriting practice sheet for letter *Rr*.
   - Use a highlighter and highlight all the *Rr*’s on the phonics chart.
**“S” Day**

1. Discuss the upper and lower case letter Ss. Show students how to make them. Discuss the sound that is associated with the letter s and make a list of words that start with /s/.

2. Each student completes 2 activities about the letter Ss.

______ Practice making the capital and lower case Ss at the sand table.

______ Make an “S” snake out of construction paper.

______ Use string to make a capital and lower case Ss.

______ Sort a group of pictures by their beginning sounds. Put the pictures that begin with the /s/ sound in the salamander basket and the ones that don’t in the plain basket.

______ Find the 5 S’s or pictures of things that start with an s and glue them to a sheet of paper.

B Layer: Make small booklets for each of these letters: s, m, r. You can draw pictures or find pictures, but make sure each picture is labeled with the correct letter.

A Layer: Write or dictate a story, song or poem using words that start with the letters s, m, or r. After the story, song or poem has been written go back and circle the m, r, and s letters.