



Cycle 1 | Day Two



Let's Move!

March and Sing

The Grand Old Duke of York to review the concepts of *up*, *down*, *half-way up*. As you sing *up to the top*, place index finger up high. As you sing *down*, bring finger straight down. When you sing *half way up*, hold flat hand in front of chest.

**Oh, the grand old Duke of York,
He had ten thousand men,
He marched them up to the top of the hill,
and he marched them down again.
And when they were up they were up.
And when they were down they were down.
And when they were only half way up,
They were neither up nor down.**



Action Card 2

Point index finger down and move back-and-forth.

Let's Talk!

Do JumPup Routine. Review Action Card 1.

Show Action Card 2 as you chant
**Tommy, Tommy, hears the clock,
Tick-tock, Tick-tock,
/t/, /t/, /t/.**

Say **Tommy hears the tick-tock of the clock /t/ /t/ /t/. What sound does the clock make? Yes, /t/.**

Model Clearly pronounce /t/. Students imitate and practice. Teach the action for /t/ (see sidebar).



Let's Play!

Say **I will say a sound, you will echo it. When you hear /t/, show its action:**
/m/, /t/, /s/, /t/, /w/, /l/, /m/, /t/, /t/, /a/, /t/



Cycle 2 | Day Two



Let's Move!

Sing *The Wheels on the Bus*, to emphasize the concepts of *across*. The mirror image shows how the teacher would demonstrate the stroke if she were facing the students.

**The wheels on the bus go round and round,
Round and round,
Round and round,
The wheels on the bus go round and round,
All across the town.**



Action Cards 1-2

Point index finger down and move back-and-forth.

Let's Talk!

Do JumPup Routine.

Review Action Card 1

Show Action Card 2 (letter side with apple icon)

Say **This letter's name is T. Its sound is /t/. When we see this letter, we can remember the sound by doing the action for /t/.** Show action in sidebar.

Ask **What sound does this letter spell? Yes, /t/.** (Show action.)



4 prepared letter posters



Let's Write!

Position Divide students into four groups. Have each group stand in rows behind the chart paper.

Say **Let's play *High Five Handwriting!* Look at our letter /t/. It starts up high. Watch me. I will put my finger on the starting dot. I will trace /t/ with my finger as we all say,**

Tall line goes down, lift, then go across. High Five!

I will then high five _____ (the next person in the group). _____ will go the chart and I will go to the end of the line.

Practice Guide students to finger trace the letter in a relay fashion. Repeat the chant for each group as they trace the letter. Encourage all the students to say the chant with you. Differentiation suggestions are provided in the Background Knowledge section for Cycle 2.



Let's Play!

Say **Let's play with sounds. Stand up and face a partner. I will say a word that begins with /t/. It is *tap*. It has three sounds (show three fingers) and the beginning one is /t/. We will clap our hands together high for /t/; our hands in the middle for the middle sound /a/; our hands low for the ending sound /p/.**

Repeat Continue with the same activity for the words *tip, top*.



Cycle 2 | Day Five (Review)



Send home
Jump Start at Home

WHOLE GROUP INSTRUCTION



Let's Move!

Sing *The Grand Old Duke of York*, to emphasize the concepts of *up*, *down*.
Oh, the grand old Duke of York,
He had ten thousand men,
He marched them up to the top of the hill,
And he marched them down again.
And when they were up they were up.
And when they were down they were down.
And when they were only half way up,
They were neither up nor down.



Let's Play!

Say Let's play *Letter Lineup*. Close your eyes while I print four letters on the board.

Print l t l l

Say Now, open your eyes. Three are the same letter; one is different. Let's see if you can tell me which one doesn't belong. Say the sound of the one that is different to your partner. Then, let's talk about the difference. The /t/ is different because it has a line across.

Repeat Continue the same activity for the following groups. Be sure to verbally describe why the letter is different.

h b h h l l h l b b h b t t t l

SMALL GROUP INSTRUCTION



Magnetic Folder
Poster



Cycle 2 Progress
Monitoring - see
page 26

Let's Match!

Distribute Magnetic Folders with letter tiles *l, t, h, b* in the open space.

Say Look for the letter tile /l/. Use your finger to move it up to the printed /l/ on the letter arc. Good Matching! Let's match /t/, /h/, /b/.

Say Now, we will look, touch, and say. You will listen to my sound and put your finger under the letter that spells that sound. You will keep your finger there until I say the next sound.

/t/ /h/ /l/ /b/ /t/ /b/ /l/ /h/

Say Close your boards. Look at my poster. I will point to a letter and you will tell me its sound. After you say the sound, make its action. Point to each tile without saying anything.

h, l, b, t, l, h, t, b



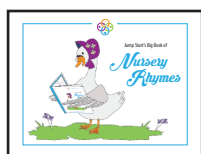
Cycle 3 | Day Three

WHOLE GROUP INSTRUCTION



Let's Move!

Sing Tune of *Tick Tock, Tick Tock*,
Tick tock, /t/, /t/, (make action for /t/)
Merrily sings the clock.
It's time for work,
It's time for play,
So it sings throughout the day.



Pages 42, 43
 5 sticky note strips

Let's Read!

Review Point to letters. Identify the capital and lowercase version of the letter. Then explain that these letters spell a sound. Review action of sound.

Read *A-Ticket, A-Ticket* (Read twice; teacher, then echo-read.)

Say **Ticket, ticket both begin with /t/.**

Find Call on individual students to find the letter *t*. Use sticky note strips to mark up to five of the letters. Count the total number of sticky notes with students.

SMALL GROUP INSTRUCTION



Prepared Trace and Erase Cards for /t/
 Magnetic Folder Poster

Let's Spell, Read and Write Sounds!

Spelling Sounds
I will say a sound and you will look, touch, and say the sound. Keep your finger under the tile until I say the new sound.
 Consonants: /f/ /m/ /h/ /p/ /n/ /g/ Vowels: /e/ /u/ /a/ /o/ /i/

Reading Sounds
Close your folder. Look at my poster. I will point to a letter and you will tell me its sound.



Write Sounds
 Students complete Trace and Erase activity (as described in Cycle 3 Procedures).



Photo Cards 5, 6
 Vowel Card *a*

Let's Read Words!

Show Vowel card *a*. **Vowels are special letters that glue the sounds together in a word.** Sing song on back of vowel card.

Show Photo Card 5 (word side) Point to and "sing" the vowel sound.

Say **Let's start at the beginning and blend all the sounds together in one breath.** After students read the word, show photo and discuss its meaning.

Repeat Photo Card 6 (word side)



Cycle 4 | Day Twenty

WHOLE GROUP INSTRUCTION



Prepared Letter Cards
u, t, b, a, r

Let's Move!

Warm-Up Let's say our pinching chant. (Have students pinch thumb to each finger in order) **Pointer, tall man, ring man, pinkie.**

Distribute Letter cards to five students.

Organize Call out these sounds for *tub*: **/t/ /u/ /b/**. Students with the corresponding letters come forward. Position students left-to-right, in a straight row, facing classmates.

Say Let's play **Out With, In With**. First, let's blend these sounds together. **What is our word? Yes, it is tub. Now, out with /u/ and in with /a/.** (The student with /u/ sits down and the student with /a/ takes her/his place.) **Let's blend our sounds. What is our new word? Yes, tab.**

Continue **/t/ and /b/ will switch places.** (bat)
Out with /b/; In with /r/. (rat)
Out with /a/; In with /u/. (rut)



Page 43

A variety of books

Let's Talk!

Read Reread the nursery rhyme, *A-Tisket, A-Tasket*. Point out any rhyming words.

Say **Tisket, tasket both begin with /t/. Let's think of other words that begin with /t/.**

This is the name of a book. It is its ____. (title)

This shape has 3 sides. It is a ____. (triangle)

We look at a clock or a watch to know the ____. (time)

If we go up high, we go to the ____. (top)

Say Let's practice with the word **title**. I will tell you about this word and you will say **title**.

Show a variety of books. Say, **Here is the name of the book, ____.** We call **this the book's title. What is the title?**

Repeat for several books.

Say Stand up. Let's play a game. I will say a word and you will make the action for **/t/** if the word begins with **/t/**. If it doesn't, put your hands behind your back.

toss, down, ram, tug, title, vase, total, nut, tiny, ten, band, top, triangle, pants, time



Cycle 4 | Day Twenty (continued)

SMALL GROUP INSTRUCTION



Photo Cards 37, 38

Magnetic Folder Poster

Dry Erase Board



Cycle 4 Progress Monitoring

Let's Spell and Read Sounds and Words

Distribute Magnetic Folders

Spelling Sounds

Let's spell sounds. I will say a sound and you will look, touch, and say the sound. Keep your finger under the tile until I say the new sound.

Consonants: /y/ /m/ /h/ /g/ /r/ /z/ /v/ /w/ /s/ /v/

Vowels: /i/ /e/ /a/ /u/ /o/

Reading Sounds

Look at my poster. I will point to a letter and you will tell me its sound.

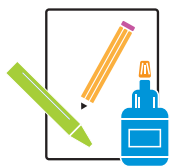
m y h g r a u o l e

Show Photo Card 37 (picture side)

Say **Now we will spell words, using our sounds. Let's pinch the sounds in the word yum. Do it with me.** (Model action of pinching the sounds.)

Model Model by writing the letter as you say each sound using a dry erase board. Have students follow with you by pulling the corresponding tiles to the word box on their Jump Start Magnet Folders. Ask them to check by spelling (point to each letter while saying the sound). Then have students read the word as they scoop their finger left-to-right under the word.

Say **Let's make a new word. Out with /y/, in with /h/. What is our new word? Yes, hum. Now out with /m/, in with /g/. What is our new word? Yes, hug. Last, out with /h/, in with /r/. What is our new word? Yes, rug.** (Show photo card 38.) **You just spelled this word.**



ABC Book Page for T

Clip Art for T

Tall line down. Across at the top.

ABC Book

Students will

Identify Say the name of the letter and then its sound, while doing the action. Finger trace the lowercase letter. As the teacher describes the capital letter (see sidebar), students finger trace the capital letter.

Segment Finger trace each letter in the word while saying the sounds.

Blend Point to the vowel in the word and say the sound. Use one breath blending to read the word and predict the picture.

Complete Trace the word with a pencil, color the picture, and glue on picture.

