



Rabbit Hole Learning's

LEARNING TO READ

Unit 1: Phonological
Awareness and Prewriting

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Unit One: Phonological Awareness and Prewriting

Recommended ages: 2-6 (ish)

The recommended age range for this unit is quite broad, and that's because the "typical" age for learning to read varies widely. At Rabbit Holes, we believe in meeting your child where they are and making learning an enjoyable experience. If you start this unit

and notice your child is resistant, they may not be ready yet—or this curriculum might not be the right fit for them. That's okay! Please don't turn learning into something they fear or dislike.

At this young age, I don't even call it "school" unless it's something the child wants. My youngest was eager to do "school" like their older siblings, so we set aside one-on-one time for learning. This time should be about bonding with your child and fostering their curiosity, not about pressure or rigid expectations.

Who Should Use This Curriculum Who Should NOT This Curriculum

- | | |
|--|---|
| <ul style="list-style-type: none">• You're looking for a secular, inclusive curriculum that embraces and supports marginalized communities.• You want your child to have a gentle, engaging introduction to the academic world.• You're on a budget and need a high-quality, free alternative to expensive curricula.• You're willing to actively participate in your child's learning, exploring topics and projects together. | <ul style="list-style-type: none">• You're looking for a program with lots of worksheets or busy work.• You need highly detailed, scripted lesson plans rather than a flexible guide.• You want your learner to work independent• You prefer a curriculum that aligns with a specific religious perspective.• You're uncomfortable with your child being exposed to topics related to race, LGBTQIA+ identities, or social justice. |
|--|---|

Frequently Asked Questions

Is my child ready for Unit One?

Your child is ready to start unit one if they...

- Are able to have back and forth conversations with you
- Understand how to play simple games

If your child is younger than four

- Expect to do the activities multiple times and do not expect mastery
 - They might not be ready for the fine motor activities. Leave those out until they are ready for them.
-

Can my child skip Unit One?

If your child is four or older, ask yourself the following questions.



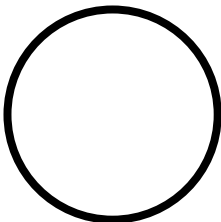
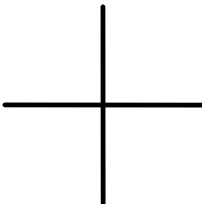
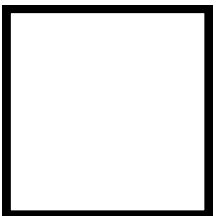
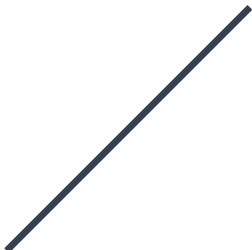
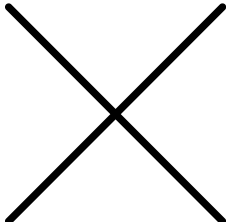
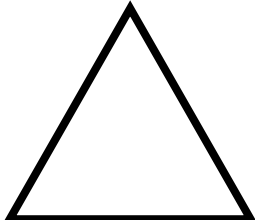
- Can they follow two-step directions? (turn around, then hop)
 - Do they notice if a word is wrong in their favorite songs?
 - Can they answer first, next, and last questions?
 - Can they count the number of words in a simple sentence?
-

Does my child need to do prewriting?

If the prewriting doesn't work for your child or your child isn't ready for it, do NOT do the fine motor activities.

To know if your child is past the prewriting stage that Unit One goes over, evaluate if your child can make the marks on the following page

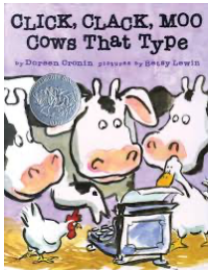
Prewriting Strokes in Unit One

 Horizontal Line	 Vertical Line	 Circle	 Cros
 Square	 Diagonal	 X Shape	 Triangle

Unit One: Scope and Sequence

Lesson #	Main Concept	Activities	Fine Motor
1	Listening for Sounds	Notice and imitate environmental sounds (clapping, animal noises, everyday sounds).	Tripod Grip and Vertical Surfaces
2	Same or Different?	Identify if two sounds (or words) are the same or different.	Horizontal and Vertical Lines
3	Listening for a “Wrong” Sound in Songs & Rhymes	Purposefully change a word in a familiar rhyme or song (e.g., “Twinkle, twinkle, little hat” instead of “star”) and see if they notice!	Circle
4	Following Directions	Play a game where children act based on the sound	Cross +
5	Sequencing Sounds I	Identify which sound came first and which came last in a short sequence	Square
6	Sequencing Sounds II	Identify which sound came first, next, and last in a simple sequence.	Diagonals and X
7	Word Awareness	Clap or tap once for each word in a short-spoken sentence	Triangles

Unit One: Book Recommendations



***Click, Clack, Moo Cows That Type* by Doreen Cronin**

Pick any book with book with great sound effects

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=2A6Pit7Z3Ns&pp=ygUxQ2xpY2ssIENsYWNrLCBNb28gQ293cyBUaGF0IFR5cGUgYnkgRG9yZWVuIENyYb25pbG%3D%3D)

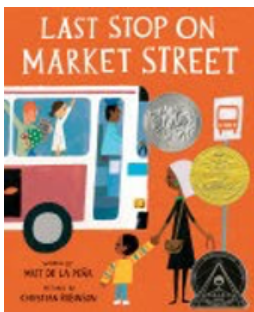
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***Mister Horizontal and Miss Vertical* by Noémie Révah**

This book is great for introducing the terms “horizontal” and “vertical” but can be hard to find.

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=2A6Pit7Z3Ns&pp=ygUxQ2xpY2ssIENsYWNrLCBNb28gQ293cyBUaGF0IFR5cGUgYnkgRG9yZWVuIENyYb25pbG%3D%3D)

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***Last Stop on Market Street* by Matt de la Peña**

This book was chosen for its sweet story and numerous opportunities to add sound effects.

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=2A6Pit7Z3Ns&pp=ygUxQ2xpY2ssIENsYWNrLCBNb28gQ293cyBUaGF0IFR5cGUgYnkgRG9yZWVuIENyYb25pbG%3D%3D)

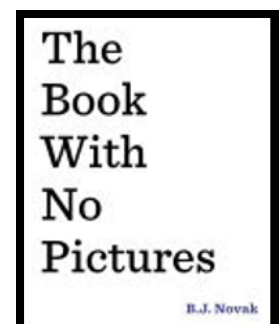
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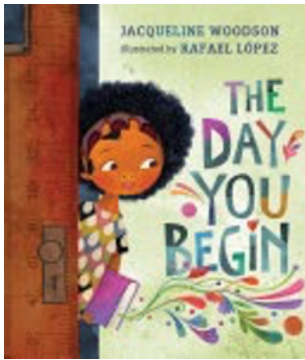
***The Book with No Pictures* by B. J. Novak**

This is a laugh out loud hilarious book we use to play the “what’s going to happen next” game.

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=2A6Pit7Z3Ns&pp=ygUxQ2xpY2ssIENsYWNrLCBNb28gQ293cyBUaGF0IFR5cGUgYnkgRG9yZWVuIENyYb25pbG%3D%3D)

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The Day You Begin by Jacqueline Woodson

We use this book to discuss sequencing, but any book that you can ask questions like, “What do you think will happen first? Then what?” will work in it’s stead.

https://www.youtube.com/watch?v=KDs5d_qFbEs&pp=ygUoVGhlIERheSBZb3UgQmVnaW4gYnkgSmFjcXVlbGluZSBXb29kc29uIA%3D%3D

The Snowy Day by Ezra Jack Keats

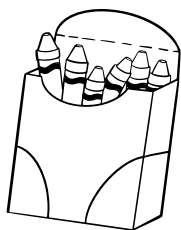
This classic book has short, simple sentences that make it easy to count the number of words.

https://www.youtube.com/watch?v=Owd_FSIn6ss&pp=ygUhVGhlIFNub3d5IERheSBieSBFenJhIEphY2sgS2VhdHMg



*** All books mentioned are simply recommendations. If your budget is tight or you are trying to limit the books in your house, look around at what you currently have or what your local library offers and choose from there.

Unit One: Supplies

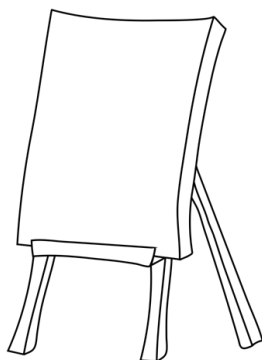
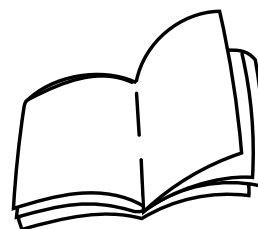


Coloring Supplies

Whatever works best for you and your child! This could mean generic crayons from the Dollar Tree or top dollar 100% organic beeswax crayons. Our favorites are rock Crayons, block crayons, and broken stick crayons

Paper

That's it. Paper. A ream of copy paper and/or construction paper. BIG paper is nice for little learners. I like the 16x12 size and rolls of butcher paper.

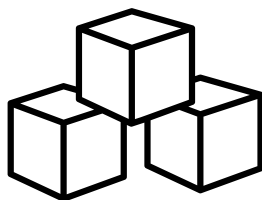


Vertical Drawing Surface

Writing or coloring on vertical surfaces is beneficial for prewriting because it encourages larger arm movements, supports proper posture, and helps strengthen hand and arm muscles. Some fun ways to incorporate this include using a wall-mounted chalkboard or whiteboard, writing on windows, drawing on an easel, or pinning large sheets of paper to the wall.

Musical Instruments

Many of the lessons in Unit One involve making noises of some form. You don't need musical instruments, but using a variety of different noises can make the lessons more interesting for small children.



Three or More Identical Objects

When working on sequencing, having an object (like a block) to move for each sound the child hears is helpful. Any objects you have multiple of will work here.



Lesson 1: Listening for Sounds

Main Concept:

Children will learn to notice and imitate environmental sounds (e.g., clapping, animal noises, everyday sounds)

Objectives:

- Increase awareness of different sounds in their environment.
- Practice active listening by identifying and imitating sounds.
- Strengthen fine motor skills using a tripod grip on vertical surfaces



Warm-Up Activity: Sound Hunt

- Make a “listening walk” inside or outside.
- Stop and ask:
 - “What do you hear?” (birds, cars, footsteps, wind, clock ticking, etc.)
 - “Can you make that sound?” (Encourage them to mimic it.)
- Variation: Play a recorded mix of environmental sounds and have children guess what they are. There are lots of options available here
<https://sightwords.com/phonemic-awareness/listening/name-that-sound/>

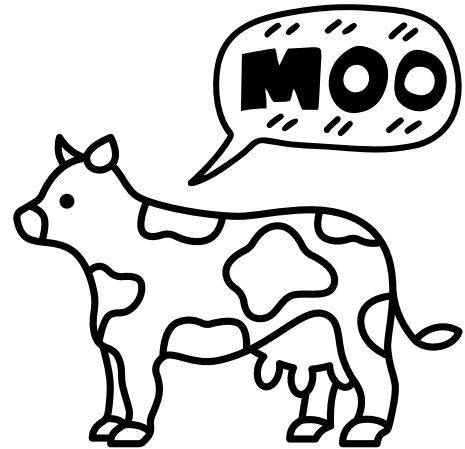
Main Activity: Sound Imitation Game



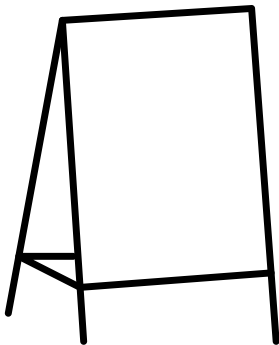
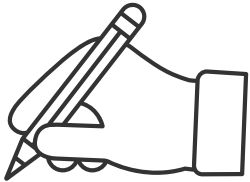
- Introduce different types of sounds:
 - Body sounds: Clapping, stomping, snapping, tapping fingers.
 - Animal sounds: Moo like a cow, hiss like a snake, chirp like a bird.
 - Object sounds: Knock on a door, shake a box of rice, crumple paper.
- Play “Echo Me”: Make a sound and have the child repeat it.
- Call & Response: Say, “I hear a dog barking!” and let the child respond with a bark.

Story Time with Sound Effects

- Book Recommendation: Click, Clack. Moo: Cows that Type
 - Add sounds as you read
 - Encourage the child to make their own sound effects.
- This activity was inspired by one at www.sightwords.com and you can see more information on it here <https://sightwords.com/phonemic-awareness/listening/add-the-sound-effects/>



Prewriting: Tripod Grip & Vertical Surfaces



- Activity:
 - Check in with your child's pencil grip when writing or drawing on a vertical surface. What the child actually draws is irrelevant.
- Activity Options:
 - Chalkboard or Whiteboard: Let kids draw the sounds they heard.
 - Easel Painting: Use thick brushes to "paint" loud and quiet sounds.
 - Window Markers: Draw "sound waves" on a window or mirror.
- Information:
 - Great information concerning pencil grasp and grip
 - <https://otperspective.com/tripod-grasp-fine-motor/>
 - <https://teachhandwriting.co.uk/pencil-grip-foundation-stage.html>
 - <https://teachhandwriting.co.uk/parents.html>
 - A child's development is unique. Your child might be ready for the oral activities in this unit but not ready for the prewriting activities (or vice versa). Take the activities at their own pace.
 - If your child is not quite ready for prewriting activities, consider the activity ideas listed here <https://teachhandwriting.co.uk/big-to-small.html>

Extensions:

You may also enjoy Sight Word's other "Listening" games, specifically:

- A1: Start and Stop <https://sightwords.com/phonemic-awareness/listening/start-stop/>
- A2: Name that Sound <https://sightwords.com/phonemic-awareness/listening/name-that-sound/>

Lesson 2: Same or Different Sounds?



Main Concept:

Children will identify whether two sounds or words are the same or different.

Objectives:

- Strengthen listening skills by differentiating sounds.
- Improve sound recognition by identifying similarities and differences.
- Develop fine motor skills by practicing vertical and horizontal lines.

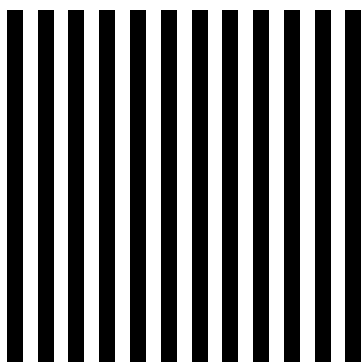
Warm-Up Activity: Where's That Noise?

- Gather your learner and explain that you're going to make sounds while their eyes are closed, and they will need to listen closely to figure out where the sound is coming from.
- Once their eyes are closed, choose a sound-maker (e.g., bell) and make the sound from somewhere in the room, and then return quickly to your spot
- Ask the child, "Did you hear the bell? Where is it coming from?"
- Vary the objects and make the sounds from different directions to keep the activity engaging.
- Encourage the child to listen for the specific sound and identify it from the others.
- This activity is inspired from one from [www.sightwords.com](https://sightwords.com/phonemic-awareness/listening/find-the-noisemaker/) and can be found here <https://sightwords.com/phonemic-awareness/listening/find-the-noisemaker/>



Main Activity: Same or Different Sounds?

- Present two sounds (e.g., clap and clap, or clap and whistle) and ask the child: "Are these the same or different sounds?"
- Encourage the child to answer and then discuss the reasoning behind their answer.
- Repeat with a variety of sound pairs, ensuring that you introduce a mix of same and different sounds (e.g., bell and bell, bell and clap, clap and whistle).
- After each pair, encourage the child to describe what they heard and why the sounds are the same or different.



Story Time with Horizontal and Vertical

- Book Recommendation: Mister Horizontal and Miss Vertical by Noémie Révah.
- Encourage the child to notice the difference between the two types of lines while engaging in sound effects to add fun.
- Afterward, ask the child to make horizontal and vertical lines with their bodies or with objects like sticks or string

Prewriting: Vertical Lines and Horizontal Lines

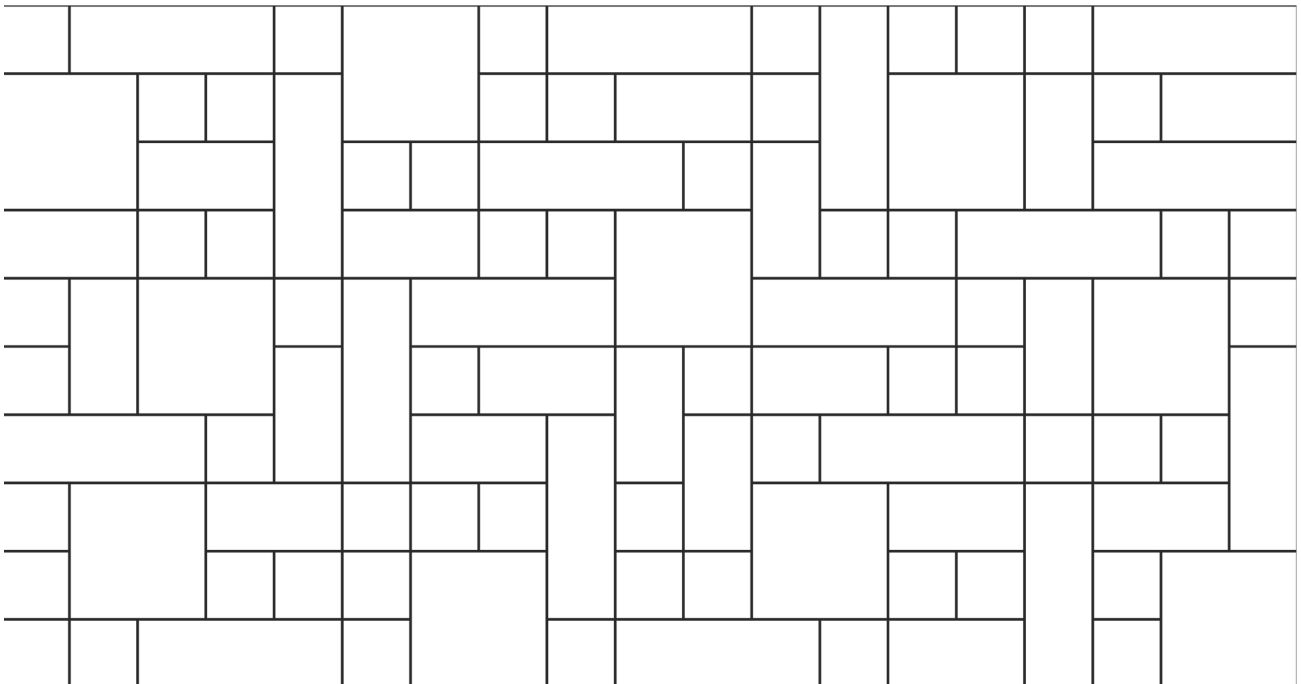
- Activity:
 - Practice drawing vertical and horizontal lines.
 - Make big movements that cross the midline
 - Encourage the child to make the vertical lines top to bottom and the horizontal lines from left to right.
- Activity Options:
 - Large Paper: Use crayons or markers for the child to draw vertical and horizontal lines independently.
 - Chalkboard or Whiteboard: Have the child draw vertical lines (up and down) and horizontal lines (across).
 - Window Markers: Let the child draw lines on a window or mirror, focusing on the direction of the lines (vertical or horizontal).
 - Sensory Tray: Use finger to draw the lines in a tray of rice or salt.
- If your child enjoys worksheets and you have access to a printer, consider these activities
 - Teach Handwriting Straight Patterns 1-6 (7-9 for advanced). Printable worksheets are in color.
<https://teachhandwriting.co.uk/patterns.html>
 - \$\$\$\$ This paid resource has an array of prewriting sheets \$\$\$\$
<https://www.teacherspayteachers.com/Product/Interactive-Prewriting-Lines-Shapes-Trace-Draw-Find-Print-No-Print-5870747>



Extensions:

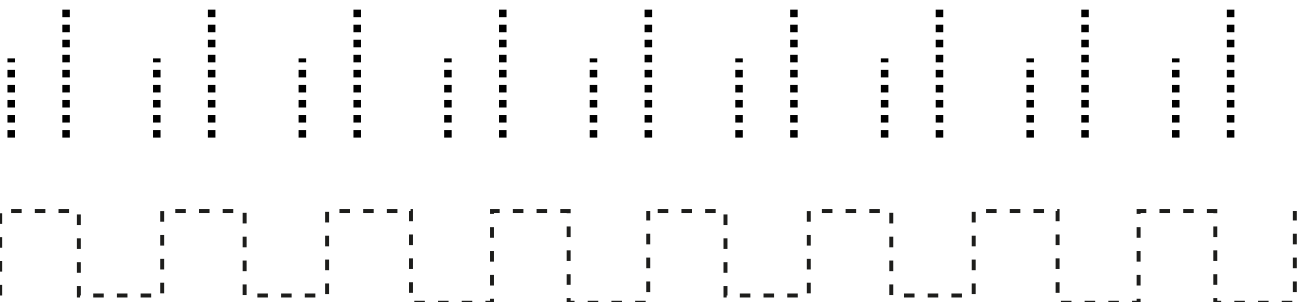
Mondrian-Inspired Art:

- Discussion: Introduce the artist Piet Mondrian, explaining how he used geometric shapes like squares and rectangles, with bold black lines and primary colors (red, blue, and yellow), to create abstract art.
- Youtube: https://www.youtube.com/watch?v=k_t8eAca9CU&pp=ygUSUGlldCBNb25kcmlhbiBraWRz
- Activity: Let the child create their own abstract artwork inspired by Mondrian by drawing overlapping horizontal and vertical, thick black lines and filling in the spaces with red, blue, yellow, or other colors. Use markers, crayons, or paint to help them explore this style.



Making Patterns w/ Horizontal and Vertical Lines

- Incorporate some math by introducing or continuing to work on making patterns using the horizontal and vertical patterns in this unit.



Lesson 3: Listening for a “Wrong” Sound in Songs & Rhymes

Main Concept:

Children will learn to listen carefully to familiar songs and rhymes and notice when a word is changed.

Objectives:

- Strengthen auditory discrimination by identifying incorrect words in songs or rhymes.
- Develop early phonological awareness by recognizing when a word doesn't fit.
- Improve fine motor skills by practicing drawing circles.

Warm-Up Activity: Sing it Right

- Sing or recite a few familiar nursery rhymes or favorite songs with your child.
- Encourage them to join in and sing along.
- Focus on getting the words right—no tricks yet!
- Ask simple questions:
 - “What song should we sing next?”
 - “What's your favorite part of this rhyme?”
- A Few Recommended Songs & Rhymes: • Twinkle, Twinkle, Little Star • Row, Row, Row Your Boat • The Itsy-Bitsy Spider • Baa, Baa, Black Sheep • Mary Had a Little Lamb • Head, Shoulders, Knees, and Toes • Humpty Dumpty



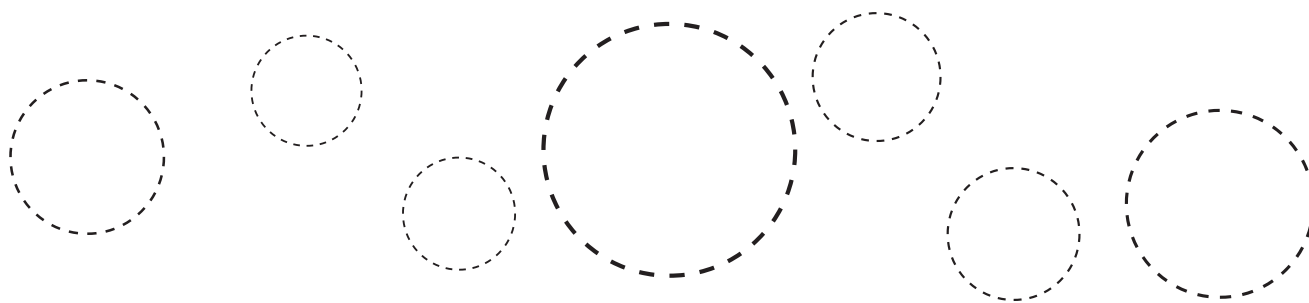
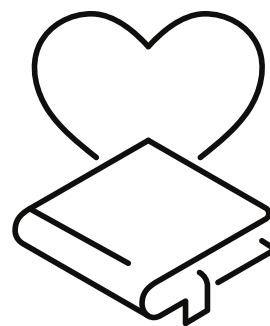
Main Activity: Sing it Wrong

- Say or sing a short rhyme, but change one word (e.g., “Humpty Dumpty sat on a house” instead of “wall”).
- Ask the child, “Did something sound funny? What was wrong?”
- Encourage them to correct the rhyme and say it the right way.
- Try different levels of challenge:
 - Swap a beginning sound (e.g., “Mary had a little bam” instead of “lamb”).
 - Let the child make up their own “wrong” words and see if you can catch them!
- Note: The children must already know the rhymes or songs for this activity to be effective



Story Time with a Familiar Book

- Book Recommendation: A book which your child is very familiar
- As you read, change a word here and there (e.g., “Mister Horizontal loved to jump” instead of “run”).
- Ask the child, “Is that right?” and encourage them to correct you.



Prewriting: Vertical Lines and Horizontal Lines

Activity: Work on drawing circles together. If your child prefers, you could also call them bubbles, balls, polka dots, etc.

Activity Options:

- Large Paper: Have children draw circles of different sizes using crayons or markers.
 - Sensory Tray: Let them trace circles in sand, salt, or rice.
 - Painting: Dip fingers or brushes in paint and make circle patterns.
 - Movement: Use a ribbon or scarf to make big circles in the air.
 - Printable: Teach Handwriting Curve Patterns 9 and 10 (you could also do 1-8 if desired)
 - Informational: Encourage your child to start at the top and go to the left first.
- Extensions** is the way many letters are written.

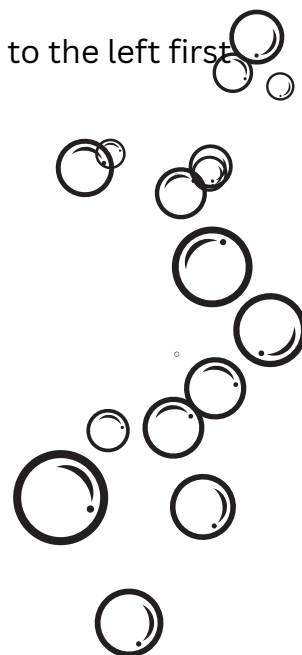


Silly Puppet Game:

- Use a puppet or stuffed animal that sings songs incorrectly. Have the child “teach” the puppet the correct way.

Mondrian-Inspired Circle Art

- Instead of using lines, this time, focus on circles!
- Have the child create a Mondrian-style piece with bold black lines but using circles instead of squares. They can fill the spaces with bright colors.



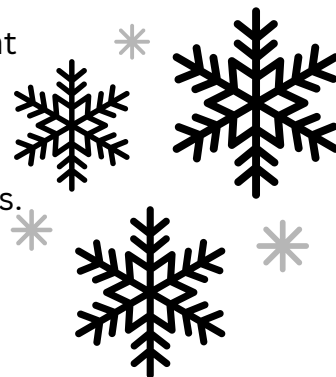
Lesson 4: Following Sound Cues

Main Concept:

- Children will learn to listen carefully and respond to different sounds.

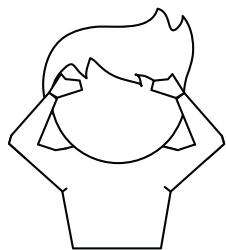
Objectives:

- Improve listening skills by following sound-based instructions.
- Strengthen attention and response to auditory cues.
- Develop fine motor coordination through cross (+) strokes.



Warm-Up Activity: Sound Freeze

- Play a simple version of freeze dance, but with a twist:
 - When you play or make a sound (clapping, tambourine, bell, etc.), the child responds by moving.
 - When the sound stops, they must freeze and hold that position.
 - For example:
 - Make a sound (clap, tap, or ring a bell) and say, “When you hear this sound, you can move any way you like!” (Encourage dancing, hopping, or wiggling.)
 - After a few seconds, stop the sound
 - The child should freeze and hold their position until the next sound cue.
 - Gradually change the sounds—make them louder or softer, faster or slower—and encourage the child to respond with different actions before freezing.



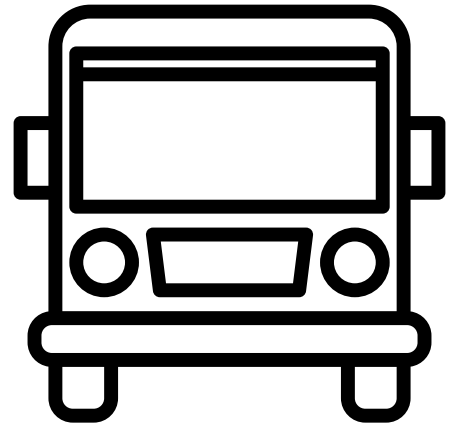
Main Activity: Simon Says

- Play a classic Simon Says game
- Start by explaining the game to the child: “When I say Simon says, you need to do what I say. But if I don’t say Simon says, don’t do it!”
- Use different sounds paired with actions. For example:
 - “Simon says, clap your hands.”
 - “Simon says, stomp your feet.”
 - “Simon says, jump up and down!”
 - “Touch your nose!” (Don’t do it unless you say Simon says first.)
- Add complexity as the child gets the hang of it by giving two or even three step directions
 - “Simon says, clap three times and then spin around.”
 - “Simon says, make a sound like a dog and then hop!”
- If the child makes a mistake (e.g., doing the action without hearing Simon says), gently encourage them and repeat the game to practice!

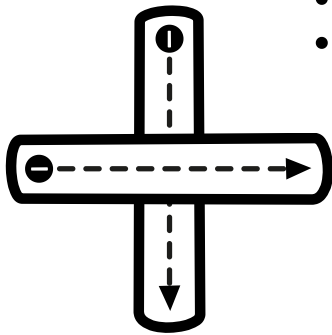


Story Time with Visual Thinking Strategies

- Book Recommendation: Last Stop on Market Street by Matt de la Peña
- Encourage children to act out or make sounds related to the story ☆
- This is a great book to use the three questions known from “Visual Thinking Strategies”
 - 1. What's going on in this picture?
 - 2. What do you see that makes you say that?
 - 3. What else can you find?
- For more information about using visual thinking strategies, look at the Handouts for Parents and Caregivers at <https://fosteringreaders.weebly.com/get-handouts-and-more.html>



Prewriting: Vertical Lines and Horizontal Lines

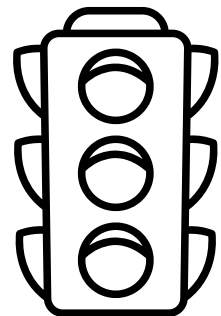


- Activity: Draw crosses in any way your child and you desire
- Activity Options:
 - Large Paper or Whiteboard: Have the child practice drawing crosses (+). Encourage them to make big, sweeping motions with their arm.
 - Movement: Use a ribbon or scarf to make cross shapes in the air.
 - Chalkboard: Draw crosses on a chalkboard with different colored chalk to make it more fun!
- Informational: Encourage left to right and top to bottom directionality

Extensions

Play Red Light, Green Light

- One person is the "traffic light" and stands at one end of the play area. The rest of the players stand at the other end.
- When the "traffic light" says "Green Light!", everyone moves forward.
- When they say "Red Light!", everyone must stop immediately.
- If someone moves after "Red Light" is called, they go back to the starting line.
- The first player to reach the "traffic light" wins and gets to be the next caller.
- Variation: Let the kids make up their own light color. In my house, “purple light” always meant “go bonkers!”



Lesson 5: Sequencing Sounds I



Main Concept:

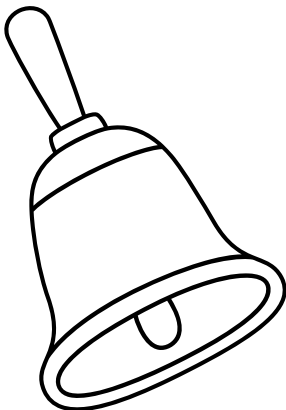
- Children will practice identifying which sound came first and which came last in a short sequence.

Objectives:

- Develop listening skills by recognizing the order of sounds.
- Strengthen auditory memory by recalling and sequencing sounds.
- Reinforce fine motor skills through prewriting activities focused on squares.

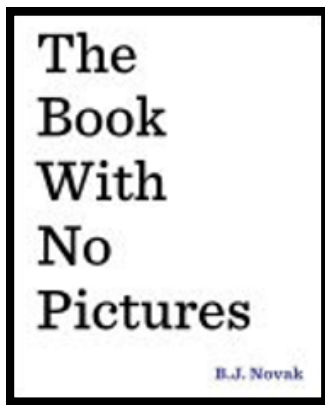
Warm-Up Activity: Clap & Tap Review

- Sing or recite a simple, familiar rhyme together (e.g., “Twinkle, Twinkle, Little Star” or “Row, Row, Row Your Boat”).
- As you sing, clap once for each word. (Example: “Twinkle [clap] Twinkle [clap] Little [clap] Star [clap]”)
- Now, switch to tapping for each word instead of clapping.
- Ask: “Which one did we do first—clapping or tapping?” to start reinforcing sequencing concepts.
- Variation: Let the child decide which action to do first and which to do next!



Main Activity: First and Last

- Introduce the idea that sounds happen in a sequence
- Create short sequences of two sounds and have the child recall their order.
 - Clap – Stomp → Ask: “What sound did you hear first? What came next?”
 - Bell – Snap → Ask: “Can you tell me the order of the sounds?”
- Make it interactive by letting the child create their own sound sequences for you to repeat!
- This activity was inspired by Sightword.Com’s Listening A4 <https://sightwords.com/phonemic-awareness/listening/first-sound-last-sound/>



Story Time with Predicting What Comes Next

- Recommended Book: The Book with No Pictures by B.J. Novak
 - Read a book that follows a clear sequence.
 - The Book With No Pictures has a clear sequence of silly words and phrases that build on each other, making it a fun way to reinforce the idea of recognizing patterns and predicting what comes next to connect it to sequencing:
- Before reading, ask: “Do you think a book with no pictures can still tell a story?”
- During reading, pause and ask: “What do you think the next silly word will be?”
- After reading, discuss: “What was the first funny thing the book made me say? What came next? What was the last thing?”
- Other Suggestions: • If You Give a Mouse a Cookie by Laura Numeroff • The Napping House by Audrey Wood • There Was an Old Lady Who Swallowed a Fly by Simms Taback • Saturday by Oge Mora

Prewriting: Squares and Rectangles

- Go Big! – Draw a simple, big square step by step.
- Building with manipulatives – Form squares using craft sticks or LEGO bricks, and then tracing them with a finger
- Take a brief moment to discuss the differences between squares and rectangles

Extensions

Sound Storytelling:

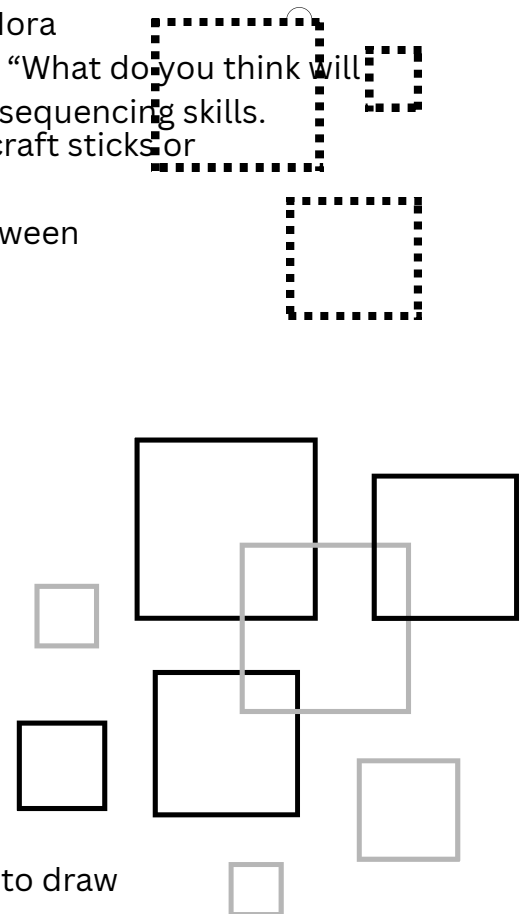
- Make up a short story using sound effects in sequence (e.g., “First, a door creaked open [creak sound], then a cat meowed [meow sound], and last, the wind blew [whoosh sound]. Can you put them in order?”).

DIY Sound Patterns:

- Use household objects to create sound sequences and have the child copy them.

More Complicated Patterns

- Work more on patterns now that there are shapes to draw



Lesson 6: Sequencing Sounds II



Main Concept:

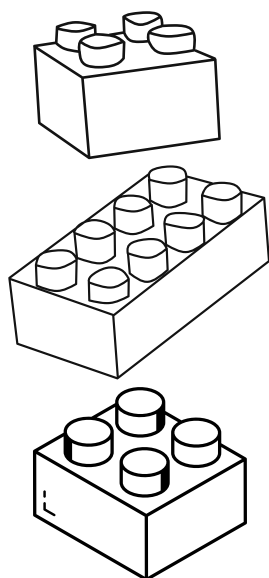
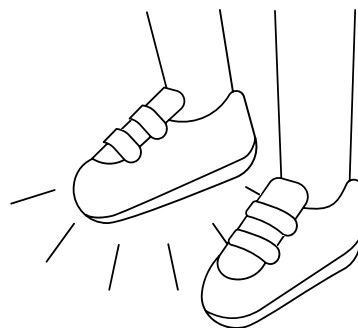
- Children will learn to identify the order of sounds in a simple sequence (first, next, last).

Objectives:

- ·Strengthen auditory sequencing skills by recognizing the order of sounds.
- ·Build attention and memory by listening carefully to sound patterns.
- ·Develop fine motor skills by practicing diagonal and "X" strokes in handwriting

Warm-Up Activity: Sound Pattern Review

- ·Review a skill from a previous lesson by playing a Call and Response Sound Game.
- ·Make a sound (clap, stomp, snap, or a familiar environmental sound) and have the child repeat it back.
- ·Gradually introduce sequences (e.g., “Clap, stomp” → child repeats).
- ·Ask: “What was the first sound? What was last?”

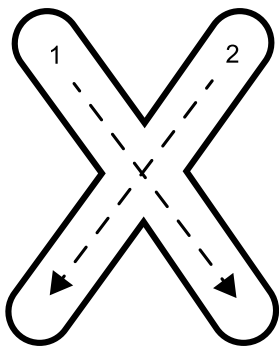


Main Activity: First, Next, Last

- Use small objects (e.g., a bell, a drum, a shaker) body sounds (clap, tap, stomp) or animal sounds (meow, bark, moo)
- ·Make a three-part sound sequence (e.g., bell, clap, stomp).
- Ask: “Which sound did I make first? What came next? What was the last sound?” •
- ·Increase difficulty by adding an extra step or two
- ·For a movement-based option: Use sound cues to guide actions (e.g., clap = jump, stomp = spin, snap = freeze).
- ·Extension: Get three cube blocks and put them in front of the child. Demonstrate moving one forward for every sound they hear. (e.g. clap *1st block forward* bark *2nd block forward* meow *3rd block forward*

Story Time with Before, During, and After

- Recommended Read: *The Day You Begin* by Jacqueline Woodson
 - Before Reading:
 - Look at the cover. What do you think this book will be about?
 - Think about a time when you felt nervous or different in a new place. What happened?
 - During Reading:
 - What happened first when Angelina walked into the classroom?
 - How did she feel when others shared their stories? ◦ What changed by the end of the story?
 - After Reading:
 - Can you retell the story in order? What happened first, next, and last?
 - Have you ever been in a situation like Angelina's? What did you do?
 - Why is it important to share our stories with others?
- If you choose a different book:
 - Before reading, ask: "What do you think will happen first? Then what?"
 - While reading, pause to review what has happened so far.
 - After reading, have the child recall the events in order.



Prewriting: Diagonals and Xs

- Practice making diagonal lines and X's using:
 - Chalk or dry-erase markers on a vertical surface.
 - Tape on the floor for children to trace with their fingers
- Finger-painting diagonal strokes
- Variations
 - Give the child a wand, ribbon stick, or glow stick and have them trace big diagonal lines in the air.
 - Say fun phrases like "ZAP!" or "Make an X for treasure!" as they draw.

Extensions

Secret Handshake Sequence

- Work together to create a secret handshake that follows a first, next, last pattern.
- Example: Clap → Fist bump → Snap
- Once the child remembers it, add an extra step to challenge their sequencing skills.

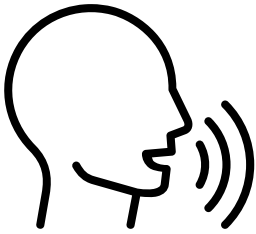
Secret Sound Code

- Assign different sounds (clap, stomp, snap, whistle, or an object like a bell) to specific actions or words.
- Example: "Two claps mean 'stop,' a snap means 'go,' and a stomp means 'turn around.'"
- Take turns creating and following secret codes.

Treasure Hunt Code

Hide a small prize or object and give clues using a sequence of actions to find it. Example: "First, hop twice, next spin around, last touch the red chair!" Let the child create their own secret movement sequence for you to follow!

Lesson 7: Word Awareness



Main Concept:

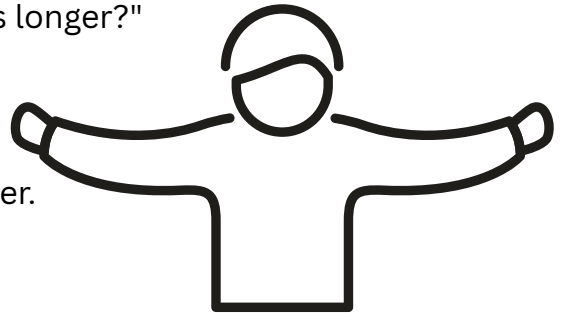
- Children will learn that sentences are made up of individual words.

Objectives:

- Develop an understanding that spoken sentences consist of separate words.
- Practice clapping or tapping to count words in a sentence.
- Strengthen fine motor skills using triangle-shaped strokes.

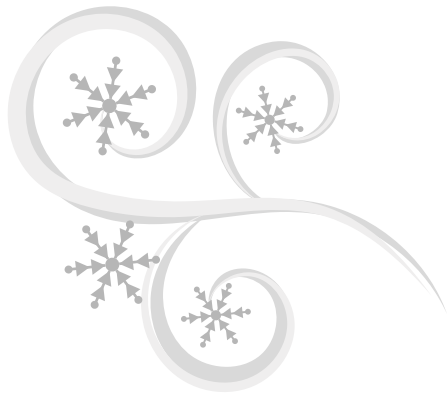
Warm-Up Activity: Longer or Shorter?

- Say two sentences aloud and ask, "Which one is longer?"
- Example:
 - "I see a cat." (3 words)
 - "The little cat runs fast." (5 words)
- Have the child point to or say which one is longer.
- Movement Examples
 - Stand on one foot for a short sentence.
 - Stretch arms wide for a long sentence.



Main Activity: Clap the Words

- Explain that sentences are made up of words, and we can count them.
- Say a short sentence and model clapping once for each word.
 - Example: I like cats. (Clap, clap, clap.)
- Have the child repeat after you. Try different sentences:
 - The dog is big. (4 claps)
 - I see a red ball. (5 claps)
- Make it active! Instead of clapping, they can:
 - Jump for each word.
 - Tap on their lap.
 - Use rhythm sticks or a drum.
- Just like in sequencing, you can use physical objects to help the child count the words
 - I *move forward first cube*
 - Like *move forward next cube*
 - Cats *move forward last cube*
- Silly Sentences: Take turns making up short, funny sentences. The child claps out the words and laughs at the silliness.

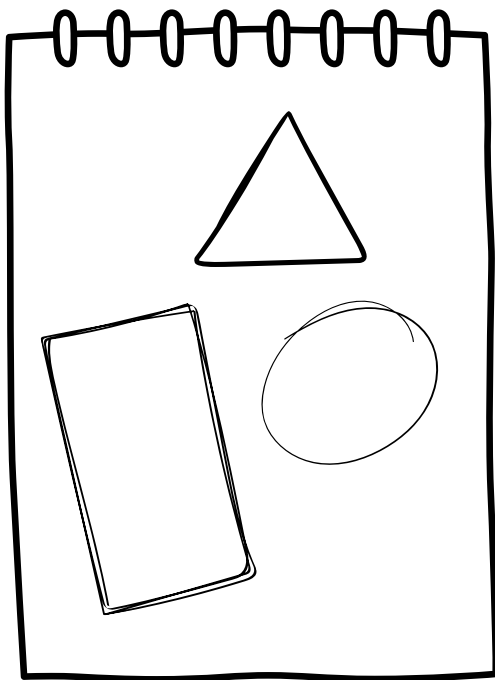
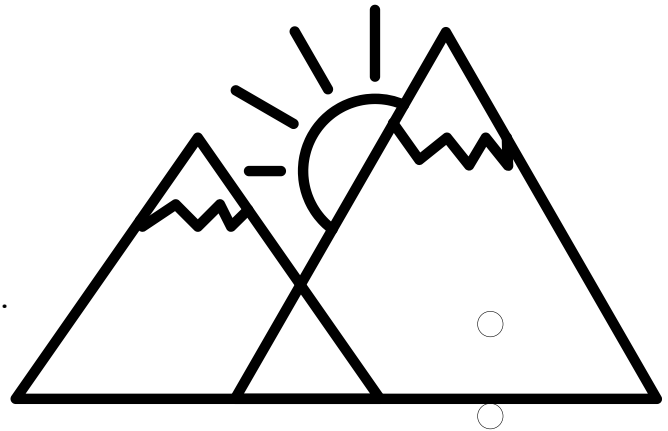


Story Time with Simple Sentences

- Recommended Book: *Snowy Day* by Ezra Jack Keats
- Read The Snowy Day aloud, emphasizing the short, simple sentences.
- Discuss the words in the sentences: How many words did you hear?
- Ask the child to point to the things in the illustrations as you say the words.

Prewriting: Triangles

- Activity: Practice drawing triangles
- Activity Options:
 - Use chalk to draw big triangles outside.
 - Trace triangles in sand or salt trays.
 - Draw a “mountain” of triangles on paper



Extensions

Prepositions with Shapes Extension Activity:

- Draw various shapes on a piece of paper (circle, square, triangle, etc.).
- Ask the child to follow directions to place additional shapes in relation to the original ones. Examples of prompts:
 - "Draw a triangle on top of the circle."
 - "Draw a circle above the rectangle" o "Draw a square next to the triangle."
 - "Place a rectangle under the circle."
 - "Draw a triangle in front of the square."
 - " Draw a circle below the square"
- Variation: You can also use objects or toys (e.g., blocks, stuffed animals) and place them in different positions around a central shape to reinforce the concept of prepositions in a physical context.