



**A preK-K alphabet series
in rhythm and rhyme.**

Early Reading First

Developing an Effective Early Reading First Program

Lucy's Letters[®] Correlations

“Scientifically based reading research shows that it is important for preschool age children to acquire the following language, cognitive, and early reading skills for continued school success: **phonological awareness; oral language; print awareness; and alphabet knowledge.**”

- *Guidance for the Early Reading First Program*, U.S. Department of Education

1. Phonological Awareness

“Includes: identifying and making oral rhymes; identifying and working with syllables in spoken words through segmenting and blending; identifying and working with ‘onsets’ (all the sounds of a word that come before the first vowel) and ‘rimes’ (the first vowel in a word and all the sounds that follow) in spoken syllables; identifying and working with individual sounds in spoken words.”

- *Guidance for the Early Reading First Program*, U.S. Department of Education

Lucy's Letters[®] Early Reading Skills: Phonological Awareness

1. **Children develop rhyme recognition by having rhythm and rhyme stories read aloud to them.**
(Student title: *Eat!*)

Eat!

Eat a bite of carrot.
Crunch, crunch, crunch!
Eat a bowl of popcorn.
Munch, munch, munch!
Eat a cup of yogurt.
Smack, smack, smack!
Eat a slice of apple.
Time for a snack!

2. **Children practice oral rhymes by inserting rhyming words.** “Have children fill in the rhyming words as you chant: ‘Five cups. Five spoons. Five hats. Five ____ (*balloons*). Five cupcakes on a dish. Five candles - make a ____ (*wish*)!’” (Student title: *Five*)

3. **Children develop awareness of syllables when they clap to words.** “Ask children to clap each syllable with you as you slowly say ‘/laz-y/, /liz-ard/.’” (Student title: *Lazy Lizard*)
4. **Children learn to identify syllables by practicing word segmentation and blending.** “Explain that you can segment words like /o-pen/, and then you can blend them together to say the word *open*. Ask the children to listen as you segment the beginning sound in the words /o-pen/, /o-ver/, /o-bey/, and /o-cean/.” (Student title: *Open*)
5. **Children are introduced to word blending through compounding techniques.** “Have children listen as you say the compound word *sailboat*. Explain that *sailboat* is actually two words combined into one word. Repeat the words *sail* and *boat*. Say, ‘Let’s say the combined word together: *sailboat*.’ See if the children name the two words in *cupcake*, *football* and *doghouse*.” (Student title: *Baby Likes Bears*)

Phonological Awareness continued on Page 2.

1. Phonological Awareness (continued)

- 6. Children learn to identify onsets by creating strings of words with the same beginning sound.** “Emphasizing the beginning sound, ask the children to listen as you say the words **b**aby and **b**ear. Ask the children to repeat other words that begin like the word **b**aby, such as **b**asket, **b**alloon, **b**all, and **b**unny.” (Student title: *Baby Likes Bears*)
- 7. Children learn to identify onsets by attending to differences in initial sounds.** “Say three words and have children identify the word that does not begin with /z/ in each set: *zipper/zebra/car, zero/dinosaur/zoo, zoom/zip/dog.*” (Student Title: *Zoo Animals*)
- 8. Children learn to identify onsets through phonemic substitution.** “Ask children to substitute beginning sounds to make rhyming words to describe silly kinds of gumbo. Provide examples, such as *mumbo gumbo, jumbo gumbo, rumbo gumbo, bumbo gumbo.*” (Student title: *Gumbo*)
- 9. Children develop “rime recognition” by identifying sound patterns in rhyming words.** (*Rhyme Recognition*) “Say three words and ask the children to identify which two rhyme in each set: *box/hat/fox, six/mix/door, bird/wax/fax.*” (Student title: *X Rays*)

- 10. Children learn to identify individual sounds in words (phonemic awareness) as they practice stretching sounds, playing with sounds, taking sounds apart and putting them back together.**

Stretch the Sounds (*Phonemic Segmentation*). “Ask the children to listen for another word that has the /s/ sound, like *sing* and *song*. Say, ‘Ssing a sssong of sssseasons.’ Then try, ‘Sssing a sssong of ssssummer.’” (Student title: *Sing a Song of Seasons*)

Play with Sounds (*Phonemic Substitution*)
“Name several toys such as: trucks, tyrannosaurus, tops, dolls, trains, blocks, trumpets, and teddy bears. Have the children spread their arms to make a *T* with their bodies each time you say a toy that begins with /t/.” (Student title: *Toys*)

Take Sounds Apart and Put Them Back Together (*Phonemic Segmentation and Blending*) “Segment the sounds in the following words by pausing between each sound: /r-e-d/, /g-r-ee-n/, and /b-l-a-ck/. Ask children to blend the sounds together to say the color words *red, green, and black.*” (Student title: *Colors*)

2. Oral Language

“Development of expressive and receptive spoken language, including vocabulary, the contextual use of speech and syntax, and oral comprehension abilities.”

- *Guidance for the Early Reading First Program*, U.S. Department of Education

Lucy’s Letters® Early Reading Skills: Oral Language

- 1. Children develop spoken language abilities by conversational interaction.** “*Talking Time*. Discuss what you see when you look out the classroom window. ◇◇◇ Brainstorm different kinds of birds, such as woodpeckers, bluebirds, robins, pigeons, turkeys, and hummingbirds.” (Student title: *Watching Birds*)
- 2. Children are receptive to spoken language when they interview family members!** “Have children discuss with family members various ways to clean their floors, such as with brooms, mops, and sponges.” (Student Title: *Vacuum*)
- 3. Children develop vocabulary as they attend to similar sounds in spoken words.** “Ask the children to listen to these words that rhyme: *out, shout, and about*. Ask children to think of words that rhyme with *down* as you suggest a beginning sound: *down* rhymes with *cl*___ (*clown*), *down* rhymes with *br*___ (*brown*), *down* rhymes with *g*___ (*gown*).” (Student Title: *Upside Down*)
- 4. Children develop oral comprehension abilities by distinguishing differences in words and meanings.** “Say animal sounds in sets of three: *moo/moo/quack, oink/quack/oink, peep/moo/moo*. After you say each set, have the children identify which animal sound was different in each set—and which animals may have made those sounds!” (Student title: *Rooster*)

3. Print Awareness

“Knowledge of the purposes and conventions of print.”

- *Guidance for the Early Reading First Program*, U.S. Department of Education

Lucy's Letters® Early Reading Skills: Print Awareness

1. Children learn to recognize the book title, title page, text directionality, and visual support of text during shared reading exercises. “*Let’s read about it!*”

Show the cover of the book and say, “The title of this book is *Marching*. Let’s see what the children in this story do as they march around the room.” Encourage the children to enjoy the pictures as you turn the pages and read the book aloud to them.” (Student title: *Marching*)

2. Children learn to recognize “environmental print” words in their own neighborhood. “*See the Letter P.*”

Inside the back cover of each book are pictures of familiar items from a child’s environment. Can you and your child find these items in your neighborhood?” (Excerpt from take-home page, *The Sound Advice Newsletter*, for Student

title, *Puddles*, featuring drawings of initial-letter P-words that incorporate print: PARKING, PIZZA, and POPCORN.)

3. Children learn to identify capitalized letters in printed book titles. “Show the front cover of the book.

Point under *J* in the title and say, “This is the letter *J*. *J* is the first letter in the words *Jellybean* and *Jamboree*.” (Student title: *Jellybean Jamboree*)

4. Children learn to identify printed words that begin with the same letter. “Show *n* on the back cover.

Search the room together for words that have *n* to match the back cover, such as children’s names and number charts.” (Student title: *Noses*)

4. Alphabet Knowledge

“Letter recognition.”

- *Guidance for the Early Reading First Program*, U.S. Department of Education

Lucy's Letters® Early Reading Skills: Alphabet Knowledge

1. Letter recognition is reinforced when using books where alphabet letters are the dominant feature.

Every title in the Lucy’s Letters® Series prominently displays each featured alphabet letter in the title.

Title, Front Cover. “Show the front cover of the book. Point under *L* in the title and say, “This is the letter *L*. *L* is the first letter in the words *Lazy Lizard*.” (Student title: *Lazy Lizard*)

Logo, Front Cover. The featured alphabet letter appears in uppercase format in the series logo on the front cover.

Logo, Back Cover. The featured alphabet letter appears in lowercase in the series logo on the back cover. “Show *j* on the back cover. Search the room together for words that have *j* to match the back cover, such as *jewelry*, *jacket*, or *jar*.” (Student title: *Jellybean Jamboree*)

Letter Tracing, Back Cover. “Have children use their index fingers to trace the lower-case letter on the outside back cover of the small book. Ask children to name the letter they have just traced. Then have them pronounce the sound of the letter as it appears in the title of the book.” (All student titles.)

Environmental Print. “Share the environmental print words on the inside back cover of the student books. Look together for the letter *Y* in the words *YIELD*, *YARD SALE*, and *YOGURT*. Discuss where you might see these words.” (Student title: *Yarn*)

2. Children hear the sound of the alphabet letter in stories read aloud to them. “Reread the book, emphasizing the words *Ducky* and *Doodle*. Encourage the children to listen for the words *Ducky* and *Doodle* in the rhyme.” (Student title: *Ducky Doodle*)

3. Children learn to connect letters with sounds (alphabetic principle).

Sound Recognition “Point under *T* in the title *Toys*. Say, “This is *T*. *T* is the first letter in the title *Toys*. Listen for the sound /t/ in *Toys*. Let’s say it together: toys!” (Student Title: *Toys*)

Letter Recognition “Show *o* on the back cover. Search the room together for words that have *o* to match the back cover, such as children’s names and number charts.” (Student title: *Open*)

I knew that!®

Reading begins with what you know.

“Among children who have recently begun or will soon begin kindergarten, few of those with strong phonological awareness skills will stumble in learning to read!”

- Preventing Reading Difficulties in Young Children, 1998 National Research Council

Reading Levels

Letter	Title	Early Intervention Level	Guided Reading Level	Word Count
A	Apron (long a)	5/6	D	33
A	Animals (short a)	3/4	C	37
B	Baby Likes Bears	9/10	F	56
C	Colors	7/8	E	33
D	Ducky Doodle	9/10	F	39
E	Eat! (long e)	7/8	E	34
E	Everybody at the Circus (short e)	7/8	E	29
F	Five	3/4	C	30
G	Gumbo	9/10	F	42
H	Hats, Hats, Hats!	7/8	E	43
I	Ice Cream (long i)	3/4	C	42
I	Igloos (short i)	3/4	C	20
J	Jellybean Jamboree	11/12	G	49
K	Keys	1/2	A/B	35
L	Lazy Lizard	11/12	G	41
M	Marching	5/6	D	32
N	Noses	7/8	E	56
O	Open (long o)	3/4	C	19
O	Otters (short o)	1/2	A/B	26
P	Puddles	9/10	F	36
Q	Quickly and Quietly	7/8	E	54
R	Rooster	9/10	F	32
S	Sing a Song of Seasons	9/10	F	43
T	Toys	5/6	D	35
U	Ukulele (long u)	5/6	D	21
U	Upside Down (short u)	7/8	E	25
V	Vacuum	5/6	D	31
W	Watching Birds	11/12	G	36
X	X Rays	9/10	F	135
Y	Yarn	3/4	C	31
Z	Zoo Animals	7/8	E	56

Lucy's Letters®



Level 1/2, A/B

Keys
Otters

Level 3/4, C

Animals
Five
Ice Cream
Igloos
Open
Yarn

Level 5/6, D

Apron
Marching
Toys
Ukulele
Vacuum

Level 7/8, E

Colors
Eat!
Everybody at the Circus
Hats, Hats, Hats!
Noses
Quickly and Quietly
Upside Down
Zoo Animals

Level 9/10, F

Baby Likes Bears
Gumbo
Puddles
Rooster
Sing a Song of Seasons
X Rays

Level 11/12, G

Jellybean Jamboree
Lazy Lizard
Watching Birds