**Established Goals:**

*Begin to print many upper and lowercase letters.*

*Write a letter or some letters for some consonant and short vowel sounds.*

*Recognize and name most upper and lowercase letters of the alphabet.*

*Students will understand that...*

*Letters have names.*

*Letters make sounds.*

*Words are made of letters.*

*It is important to write letters correctly.*

**Essential Questions:**

*What is this letter’s name?*

*What sound does this letter make?*

*What word begins with this letter?*

*How do you write this letter?*

*Students will know...*

*The names of the letters A-J*

*The sounds of the letters A-J*

*Words that begin with A-J*

*How to write upper and lowercase letters A-J*

*Students will be able to...*

*Recognize the letters A-J (upper and lower case) by name.*

*Demonstrate the sounds of letters A-J*

*Write letters A-J*

*Respond with a word that begins with the letter when given the name of a letter (A-J).*

**Other Evidence:**

Daily Center Time activities with a focus on letter and sound recognition.

The ability to sing the phonics song.

The ability to recognize the names of other students in the class.

The ability to say a word that begins with the letter.

**Performance Tasks:**

The student will begin to write his or her name.

Formal assessments will be given periodically during center time to determine letter recognition.

**Self Assessment Activities:**

Students will be encouraged to recognize letters at home and in the car. Students and teacher will talk about letters in classroom conversation. (e.g., What letter do you see on that box? What letter does blue start with? Whose name is on that paper? How did you know?)