

# EXPLORING EARLY LITERACY

phonological skill levels covered :

word level

syllable level

onset-rime level

phoneme level

Bonus unit for pre-readers includes practice with print awareness, letter recognition, handwriting and MORE!

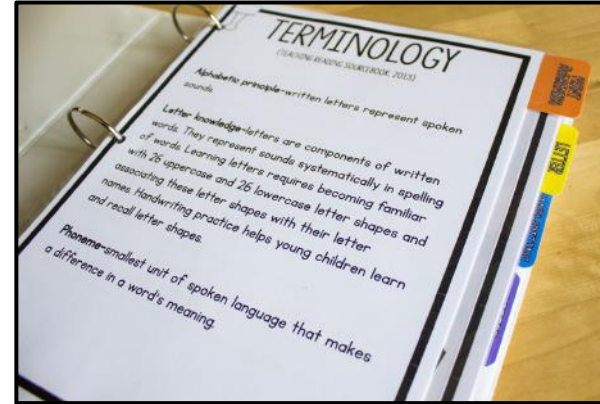


# TEACHER GUIDE Storing Your Materials

Storing this resource in a 3-ring binder is an easy way to quickly access mini-lesson plans, assessments & materials. While not required for effective use of this resource, it definitely helps keep everything organized.

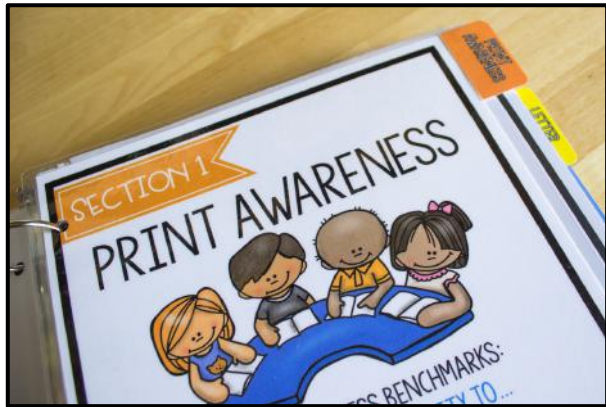


Select binder of your choice. I use a 2 inch binder, but some teachers prefer more space or a smaller footprint. Add the binder cover and spine (I added 2 sheets of paper glued together as a background to my cover).

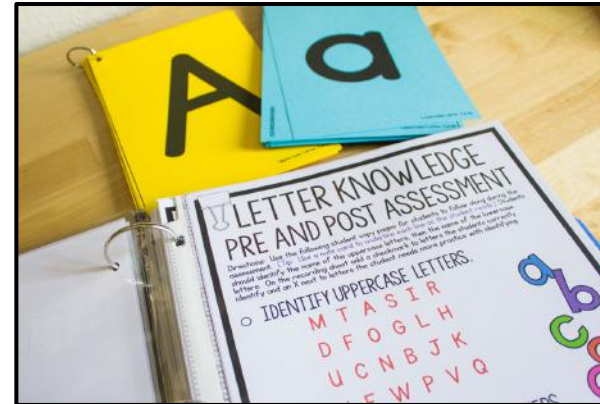


Print all desired components - I recommend printing a master copy of all resources to keep inside your binder.

- Print on White Cardstock: 7, 8, 9, 12, 34, 86 and 101
- Print on Colorful Cardstock: 54-66 and 72-84
- Print on Colorful Paper: 36-37 and 88-89



Laminate divider pages and glue tabs to divider pages. Lay them on top of each other as you go to ensure even spacing. OR glue tabs directly to the divider page then laminate using a large laminator so the end result is one piece.



Add in your printed materials. I like to keep assessment directions, extra assessment recording pages, mats, and anchor charts in page protectors.

I keep my letter cards on binder rings near where my binder is stored.





# Each unit includes a **clickable** table of contents and all the materials you'll need for each target skill!

Recommended  
settings,  
timeframes, and  
how to set up

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Letter Knowledge	<a href="#">Pg. 34</a>
Letter Sounds	<a href="#">Pg. 86</a>
Handwriting	<a href="#">Pg. 101</a>

••PAGE NUMBERS ARE CLICKABLE LINKS

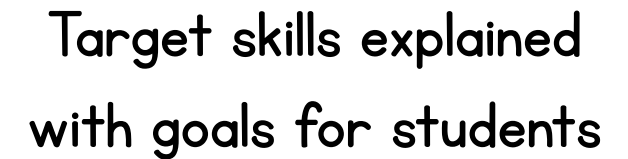
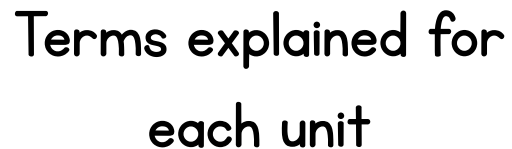
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research based  
terms for each  
unit

Variety of target skills for each unit with  
pre assessments, post assessments,  
activities, lesson plans, and no-prep pages  
for your students

Everything you  
need sorted  
out for easier  
planning

# Teacher guide and binder materials



# Each early literacy unit includes


Next steps for after  
each target skill

Book suggestions

Activities for use with  
any setting

Easy to follow mini  
lessons with materials


### WHAT'S THE NEXT STEP?



- REVIEW DATA AND OBSERVATIONS FROM PRE-ASSESSMENTS
- DETERMINE WHAT KNOWLEDGE AND SKILLS STUDENTS CURRENTLY HAVE
- CHOOSE THE LESSONS/ACTIVITIES INCLUDED IN THE RESOURCE THAT YOUR STUDENTS NEED PRACTICE WITH
- PRACTICE ACTIVITIES IN:
  - **WHOLE GROUP:** IF A MAJORITY OF STUDENTS NEED PRACTICE WITH A SKILL OR REINFORCEMENT
  - **SMALL GROUP:** IF ONLY A SMALL NUMBER OF STUDENTS NEED PRACTICE OR REINFORCEMENT WITH A SKILL
  - **INDEPENDENTLY:** AS NEEDED/APPROPRIATE
- PROGRESS MONITOR STUDENT GROWTH
- ADMINISTER POST ASSESSMENT TO ENSURE MASTERY

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### CELEBRATING NAMES Book Suggestions



Directions: The following books are suggestions for introducing the importance of and celebrating names.

- *The Name Jar* by Yangsook Choi
- *Alma and How She Got Her Name* by Juana Martinez-Neal
- *My Name is Elizabeth* by Annika Dunklee
- *How Nivi Got Her Names* by Laura Deal
- *Andy That's My Name* by Tomie DePaola
- *Your Name is a Song* by Jamilah Thompkins-Bigelow
- *Thunder Boy Jr.* By Sherman Alexie
- *My Name is Maria Isabel* by Alma Flor Ada
- *A Name for Baby* by Lizi Boyd
- *Hello, My Name is Ruby* by Philip C. Stead
- *My Name is Yoon* by Helen Recorvits
- *Teach us Your Name* by Huda Essa

© THE TEACHING TEAM 2021

### Letter Sort Activity

Directions: Sort with plastic alphabet letters.

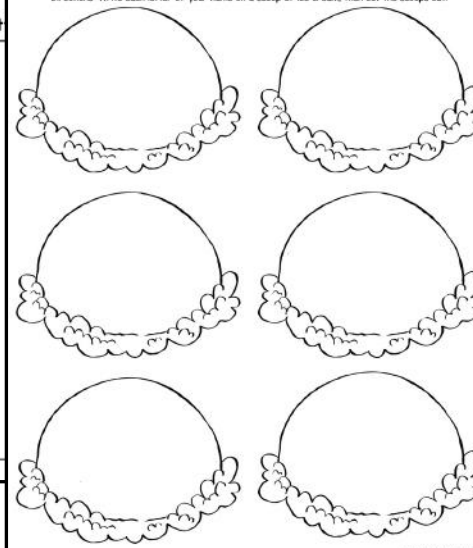
My name is \_\_\_\_\_

✓ Let's practice with the letter B.

### Ice Cream Name Activity

Part 1

Directions: Write each letter of your name on a scoop of ice cream, then cut the scoops out.



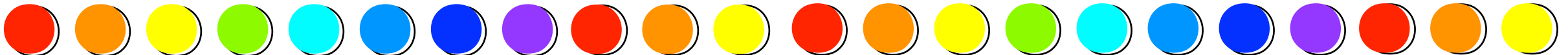
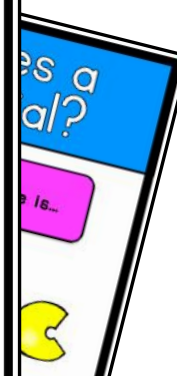
Print as many copies as needed for students with names containing more than 6 letters. © THE TEACHING TEAM 2021

### Letter Characteristics Mini-Lesson

Directions: There are four characteristics of letters: name, shape, sound, and feel. Introduce students to these characteristics to practice letters in a multisensory way! Below is an example of this activity using the letter Bb. Continue the same practice with each letter, as needed.

- STEP 1** Teacher says: "Each letter has special features that makes it different from other letters. Let's practice with the letter Bb. The first thing that makes this letter special is its name. This letter is B. What's its name?" (Students respond: "B")
- STEP 2** Teacher says: "The next thing that makes this letter special is its shape." Pick up the 3D magnetic letter of Bb. Describe its shape. Teacher says: "It has straight and curved lines. What kind of lines?" (Students respond: "Straight lines and curved lines.") Allow students to manipulate a 3D copy of the letter B to explore its shape.
- STEP 3** Teacher says: "The letter Bb also makes its own special sound. The letter Bb says /b/ like in book. What sound does it make?" (Students respond: "/b/"). Note: if students add a schwa /u/ sound at the end model the correct pronunciation and practice again.
- STEP 4** Teacher says: "When we make the /b/ sound our lips come together in a way that releases a small puff of air to produce the sound. Let's try it and see if we can feel the puff of air." (Students practice making the /b/ sound and can hold their hand in front of their mouth to feel the puff of air.)

Note: Create or display the anchor chart example that follows with students on the first day you begin working with letter characteristics. © THE TEACHING TEAM 2021





# BONUS UNIT: Pre-Reader Skills

- Pre/post assessments for print awareness, letter knowledge, letter sounds, and handwriting
- Printable posters with different terms you'll be discussing
- Lists of book suggestions to use with lessons
- Next steps that correlate with your data
- NO-PREP pages for your students
- Low-prep activities to use with your students
- Engaging hands-on activities that help enforce the skills you're working on
- Target skills with goals listed for your students

Name: \_\_\_\_\_

## Finish the Picture

Directions: Add to the line below to create a picture, then complete the sentence to tell about your picture.

\_\_\_\_\_

## WHAT'S THE NEXT STEP?

Directions: Use the flashcards on the following pages (or your own version) to work through the lesson flow below. Select letters in your student's names OR a few letters your students need practice in identifying.

- REVIEW DATA AND OBSERVATIONS FROM PRE-ASSESSMENTS
- DETERMINE WHAT KNOWLEDGE AND SKILLS STUDENTS CURRENTLY HAVE
- CHOOSE THE LESSONS/ACTIVITIES INCLUDED IN THE RESOURCE THAT YOUR STUDENTS NEED PRACTICE WITH

## LETTER KNOWLEDGE Assessment

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Uppercase Letters	Lowercase Letters
M	m
T	t
A	a
S	s
Z	z
B	b
P	p
F	f
O	o
D	d
L	l

NOTES: \_\_\_\_\_

## Alphabet Song

Directions: Provide a copy for each student, project a single copy or create your own on chart paper. Sing to the tune of "Mary Had a Little Lamb" while students point at each letter to name.

A B C D E F G  
H I J

## Lowercase Letters Mini-Lesson I

Teacher says: "Today we will work on naming lowercase letters. First I will show you a card with a letter on it. I will tell you the name and then we will practice sky writing the letter. Remember, sky writing is when we hold our arm straight out in front and pretend to write using our pointer finger."

STEP 1

Teacher holds up the first letter card. Teacher says: "This is the letter \_\_\_\_\_. What letter is this?" (Students respond with letter name).

STEP 2

## LINKAGE CHART

Directions: Provide a linkage chart for each student to follow along. Say the name of each letter, the key word, and the letter's sound. Ex: (g, apple, /a/)

Aa	Bb	Cc	Dd	Ee
apple	ball	cat	dog	egg
Ff	Gg	Hh	Ii	Jj
fish	goat	hat	iguana	juice
Kk	Ll	Mm	Nn	
key	leaf	moon	nose	

## Paper Position

Right Handed

Left Handed

1. Place paper in front of you and slant it downward to the left
2. Place your free hand on top of the paper to hold it in place

Anchor Chart

## Graphing Name Activity

Part 3

Directions: Record how many letters are in your name and the names of your classmates. Whose name is the longest? Whose name is the shortest?

2	3	4	5	6	7	8	9 or more		

Anchor Chart Example

## Cut and Sort Anchor Chart

Directions: Create an anchor chart listing the different types of print with the headers: books, calendars, signs, labels, etc. Provide students with several pictures to cut out. As a class, sort the pictures on chart paper and discuss the purpose of print.

Books Signs Labels Calendar

Anchor Chart Example

## Letter Sort Activity

Directions: Sort with plastic alphabet letters.

My name is \_\_\_\_\_

✓ Letters in my Name    ✗ Letters NOT in my Name

## SOUND MATCH MAT 2

Directions: Provide each student with a set of magnetic alphabet letters and a sound match mat. Say the name of each picture and find the letter with the same beginning sound. Place a plastic alphabet letter on top of the matching picture.

cow	flower	question mark	frog	box
purple	dog	table	umbrella	
ball	egg	jar	apple	bunny
fish	mouse	cat	watermelon	
kite	hat	lizard	goat	lion
egg	sun	pig		

## Handwriting Practice

Directions: First trace the letter model below with your finger 3 times while saying the letter's name. Then, use your pencil to trace the letter outlines while saying the letter's name. Finally, make your own copies of the letter 3 times.

Kk

Kk	Kk	Kk
Kk	Kk	Kk

# Word Level Unit

- Pre/post assessments for rhyming, blending, segmentation, and deletion at the word level
- Printable posters for the terms rhyming and compound words that you'll be working on
- Lists of book suggestions to use with lessons
- Next steps that correlate with your data
- NO-PREP pages for your students
- Low-prep activities to use with your students
- Engaging hands-on activities that help enforce the skills you're working on
- Target skills with goals listed for your students

### Cracking Compound Words

Directions: Illustrate a compound word in the top of the egg. Then, break the word apart into its two smaller words and illustrate each word in the spaces below.

### Sentence Snipping Mini-Lesson

Directions: In this activity students will practice physically separating sentences into individual words. The goal of this lesson is not to have students read the sentences, but rather to understand that each spoken word is represented by a written word in the sentence.

**STEP 1** Gather students in a small group. Teacher says: Today we are going to segment or break apart the words in sentences. We will use sentences from the nursery rhymes we have practiced together.

**STEP 2** Teacher says: First I will read the sentence to you, and I would like for you to follow along on your strip using your finger. Teacher reads the sentence aloud while students track each word using their finger.

Teacher says: What was our sentence? (Students)

### WHAT'S THE NEXT STEP?

- REVIEW DATA AND OBSERVATIONS FROM PRE-ASSESSMENTS
- DETERMINE WHAT KNOWLEDGE AND SKILLS STUDENTS CURRENTLY HAVE
- CHOOSE THE LESSONS/ACTIVITIES INCLUDED IN THE RESOURCE THAT YOUR STUDENTS NEED PRACTICE WITH

### Sentence Snipping

Directions: Use these sentences for the sentence snipping mini lesson.

Jack	and	Jill	went	up	the	hill.
Jack	and	Jill	went	up	the	hill.
Jack	and	Jill	went	up	the	hill.

### Deletion Picture Cards

Directions: Use these picture cards for the deletion mini lesson.

### Compound Word Puzzle Activity 3

Directions: Cut each puzzle piece out. Match the puzzle pieces together to form compound words.

### Compound Word Y/N Anchor Chart Activity

Directions: Using chart paper, create a T-Chart with the labels Yes and No. Show students each picture card, and as a class, determine if the word is a compound word or not. Glue the cards in the correct category with student help. Ask students how they know if the word is a compound word.

Compound Word?	
Yes	No

Anchor Chart Example

### Compound Words

Two words put together to make a new word.

snow	+	man	=	snowman
jelly	+	fish	=	jellyfish

### Rhyme or No Rhyme Card 5

Directions: Cut out the cards to create the rhyme or no rhyme anchor chart with students.


### TWINKLE, TWINKLE

Directions: Read the nursery rhyme together as a class. Encourage students to listen for rhyming words within the poem. Have students circle or highlight the rhyming words. Continue to reread the poem emphasizing the words that rhyme. Students can draw illustrations.

Twinkle, twinkle, little star.  
How I wonder what you are!  
Up above the world so high,  
like a diamond in the sky.

### Blending Words Mini-Lesson

Teaching Reading Sourcebook, 2013

**STEP 1** Using a magnetic board or easel display two individual words cards, that when put together, form a compound word. Identify the two picture cards by name with the students.

**STEP 2** Teacher says: When we put the word parts together and say them fast, we can make a new word. Encourage students to say the word parts together fast. Teacher asks: What is the new word? (Students respond with new word)

**STEP 3** Continue this procedure with the remaining word cards. Show students the picture card that displays the new word. Optional-Laminated and cut out picture cards to create a Blending Word Parts center. Students can practice blending the word part pictures together.

tooth + paste	butter + fly
dog + house	rain + bow
foot + ball	pan + cake
pop + corn	basket + ball

### WORD LEVEL P.A. Book Suggestions

Directions: While you can truly use almost any book to develop phonological awareness, the following books are suggestions for stories to help model and review phonological awareness skills at the word level.

**Rhyming**

- Squeak, Rumble, Whomp, Whomp, Whomp by Wynton Marsalis
- Whose Knees Are These? By Jabari Asim
- Frog On A Log? by Kes Gray
- We Go Together by Todd Dunn
- Hush! by Minfong Ho
- "I Can't," Said the Ant by Polly Cameron
- My Granny went to Market by Stella Blackstone
- The Hungry Thing by Jane Slepian and Ann Seidler
- Ada Twist, Scientist by Andrea Beaty
- Ten on the Sled by Kim Norman
- Little You by Richard Van Camp
- The Wonky Donkey by Craig Smith
- Rhyming Dust Bunnies by Jan Thomas
- Room on the Broom by Julia Donaldson



# Syllable Level Unit

- Pre/post assessments for blending, segmentation, deletion, and syllable types at the syllable level
- Printable posters for the terms open syllable, closed syllable, r-controlled syllable, and vowel teams
- Lists of book suggestions to use with lessons
- Next steps that correlate with your data
- NO-PREP pages for your students
- Low-prep activities to use with your students
- Engaging hands-on activities that help enforce syllable skills
- Target skills with goals listed for your students

**BLENDING Assessment**

Student: \_\_\_\_\_  
Date: \_\_\_\_\_

Words to blend	Pre cubes	Post cubes
pock - et		
car - rot		
nap - kin		

NOTES:

**Blending Syllables Mini-Lesson**  
Teaching Reading Sourcebook, 2013

**STEP 1** Teacher says: Let's practice blending word parts, or syllables. When we blend syllables, we put them together. I am going to say each syllable, and I want you to blend each part together. Let's use unit cubes to practice blending syllable parts together.

**STEP 2** Hold up a cube as you say each syllable. *Car* (hold up a cube), *rot* (hold up another cube). Let's blend it together. *Carrot*. As the whole word is blended, connect the two cubes together. Encourage students to blend the word parts together to make the whole word.


**WHAT'S THE NEXT STEP?**


- REVIEW DATA AND OBSERVATIONS FROM PRE-ASSESSMENTS
- DETERMINE WHAT KNOWLEDGE AND SKILLS STUDENTS CURRENTLY HAVE
- CHOOSE THE LESSONS/ACTIVITIES INCLUDED IN THE RESOURCE THAT YOUR STUDENTS NEED PRACTICE WITH

PROACTIVE ACTIVITIES IN:

**Syllable Puzzle Recording Page 1**


Directions: After matching the syllable puzzles, write the word next to each picture.


 \_\_\_\_\_

 \_\_\_\_\_

**Syllable Count Activity 2**

Directions: Clap and count the syllables for each picture. Circle the correct number.

 1 2 3

 1 2 3

**Sweet Syllables - 1 Syllable**



**SYLLABLE LEVEL P.A. Book Suggestions**

Directions: While you can truly use almost any book to develop phonological awareness, the following books are suggestions for stories to help model and review phonological awareness skills at the syllable level.

**Blending, Segmentation, Deletion & Syllable Types**

- *The Word Collector* by Peter H. Reynolds
- *Tanka Tanka Skunk* by Steve Webb
- *Take Away the A* by Michael Escoffier
- *The Bossy r* by Lynell Hecht
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *Bunny Cakes* by Rosemary Wells
- *Cat the Cat Who Is That?* By Mo Willems
- *Miss Mary Mack* by Mary Ann Hoberman
- *Sheep in a Jeep* by Nancy Shaw
- *Runny Rabbit* by Shel Silverstein
- *Huck Runs Amuck* by Sean Taylor
- *The Mighty Silent e* by Kimberlee Gard
- *Here Comes Silent E* by Anna Jane Hays
- *Smooch Your Pooch* by Teddy Slater & Arthur Howard
- *Puddle Pug* by Kim Norman

**Consonant le**  
**c + le**

A syllable ending in a consonant, an l, and final e. It is always in the last syllable.

 **table**

**Consonant- le Syllable Activity**

Directions: Cut each puzzle piece out. Match the syllables to form whole words.




bot C tle


ket C tle

**Vowel Team Sort Activity**


Directions: Using chart paper, write the long a, long e, and long o at the top. Pass out the picture cards and sort them into the three different categories based on how the vowel team sounds.

long a long e long o



**Magic E Sort Activity**



**Syllable Sort Activity**

Directions: Cut each word out and decide if the word has an open syllable or closed syllable. Glue the open syllable words under the open door and glue the closed syllable words under the closed door.

Open Closed



# Onset-Rime Level Unit

- Pre/post assessments for sounds, categorization, blending, and segmentation at the onset-rime level
- Printable posters for the terms continuous sounds and stop sounds
- Next steps that correlate with your data
- NO-PREP pages for your students
- Low-prep activities to use with your students
- Engaging hands-on activities that help enforce onset-rime skills
- Target skills with goals listed for your students

### Snowball Segmentation Activity

Directions: Cut out the buckets to use for the snowball segmentation activity.

### Rime House Sort Activity Directions

Directions: Sort the words based on their rime. Words with the same ending rime will be placed next to the corresponding rime house.

### Onset & Rime Puzzle Activity

Directions: Complete the onset and rime puzzles with alphabet letters or by using a pencil.

### Categorization Cards Mini-Lesson

Directions: In this activity students will practice identifying the word that does not belong.

**STEP 1** Gather students in a small group. Teacher says: *We have been learning about rhyming words. What are rhyming words?* (Students respond: rhyming words sound the same at the middle and end.) That's right! Rhyming words sound the same at the middle and end. They might sound like bat, cat, and rat. All these words have at:

**STEP 2** Today we are going to practice identifying the word that does not belong. I am going to show you some picture strips. Your job is to find the picture that does NOT belong.

### Sound Sort Activity

Directions: Cut each letter out and decide whether it has a continuous sound or a stop sound. Glue the letter under the correct type of sound it makes. Magnets letters can also be used.

m	<u>b</u>	j	o
a	<u>d</u>	k	<u>u</u>

## Stop Sounds

Stop sounds can be pronounced for only an instant.

### SOUNDS Assessment

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Continuous Sounds	Pre Correct %	Post Correct %
1 m		
2 s		
3 f		
Stop Sounds	Pre Correct %	Post Correct %
4 b		
5 c		
6 t		
Total Correct:		

**NOTES:**

### Sounding Off

START

FINISH

### WHAT'S THE NEXT STEP?

- REVIEW DATA AND OBSERVATIONS FROM PRE-ASSESSMENTS
- DETERMINE WHAT KNOWLEDGE AND SKILLS STUDENTS CURRENTLY HAVE
- CHOOSE THE LESSONS/ACTIVITIES INCLUDED IN THE RESOURCE THAT YOUR STUDENTS NEED PRACTICE WITH
- PRACTICE ACTIVITIES IN:
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- ADMINISTER POST ASSESSMENT TO ENSURE MASTERY

### Onset & Rime Header Cards

Directions: Use these header cards with the blending onset and rime mini lesson.

### Onset & Rime Animal Cards

Directions: Use these animal cards with the blending onset and rime mini lesson.

fox, duck, pig, dog

### Odd One Out Activity

Directions: Look at the pictures. Color the picture that does not rhyme. (bee, tree, three, ten); (add, sad, happy, dad); (cat, mat, hand, bat)

# Phoneme Level Unit

- Pre/post assessments for isolation, blending, segmentation, and deletion at the phoneme level
- Printable sorting activities to easily practice beginning, middle, and ending sounds
- Next steps that correlate with your data
- NO-PREP pages for your students
- Low-prep activities to use with your students
- Engaging hands-on games that help enforce phoneme skills
- Target skills with goals listed for your students

### Drop That Sound Mat

### Drop That Sound Mini-Lesson

**STEP 1** Teacher says: Let's practice subtracting or deleting sounds from words. When we take away one phoneme, or sound, we will have a new word left. Let's practice deleting sounds from words. I will say the sound, have you repeat it, and then you will say the new word.

**STEP 2** Teacher says: Scoot (pause). Now say scoot without the /s/ (coot). That's correct, our new word is coot. Now we are going to drop more sounds from words. This time we are going to look for the new word using a picture mat. (pass out a picture mat to each student).

**STEP 3** Teacher says: Look at your picture mat. Let's name

### Onset & Rime Puzzle Activity

Directions: Complete the onset and rime puzzles with alphabet letters or by using a pencil.

### Categorization Cards Mini-Lesson

Directions: In this activity students will practice identifying the word that does not belong.

**STEP 1** Gather students in a small group. Teacher says: We have been learning about rhyming words. What are rhyming words? (Students respond: rhyming words sound the same at the middle and end). That's right! Rhyming words sound the same at the middle and end. They might sound like bat, cat, and rat. All these words have at.

**STEP 2** Today we are going to practice identifying the word that does not belong. I am going to show you some picture strips. Your job is to find the picture that does NOT belong.

### Phoneme Deletion Activity I

Directions: Say the name of each picture. Delete the final sound and write the new word.

### Say That Sound

### Segmentation Sort Activity

### WHAT'S THE NEXT STEP?

- REVIEW DATA AND OBSERVATIONS FROM PRE-ASSESSMENTS
- DETERMINE WHAT KNOWLEDGE AND SKILLS STUDENTS CURRENTLY HAVE
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- PROGRESS MONITOR STUDENT GROWTH
- ADMINISTER POST ASSESSMENT TO ENSURE MASTERY

### Blending Practice 5

Directions: Touch each dot as you say each sound. Slide your finger across the arrow as you blend each sound together.

h u t      f o x

h e n      j e t

r a g      p u p

### BLENDING Assessment

Teacher says: "Put the sounds together to make a word."

	Pre	Post
	Correct	Correct
/p/ /o/ /t/		
/d/ /o/ /g/		
/s/ /u/ /n/		
/ch/ /l/ /p/		
/f/ /l/ /sh/		
Total Correct:		

Teacher says: "Put the sounds together to make a word."

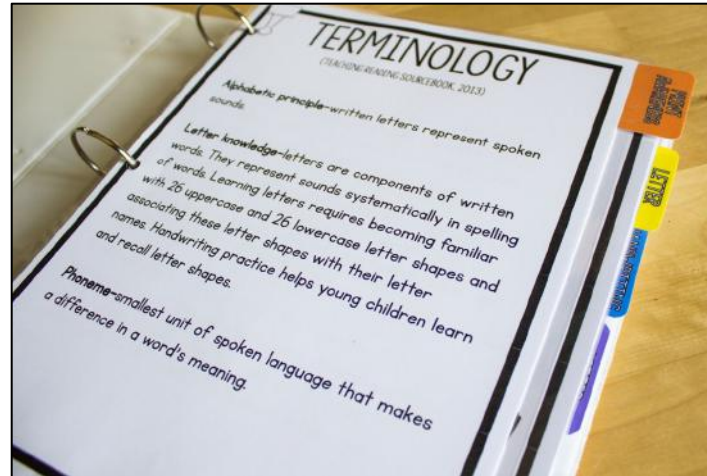
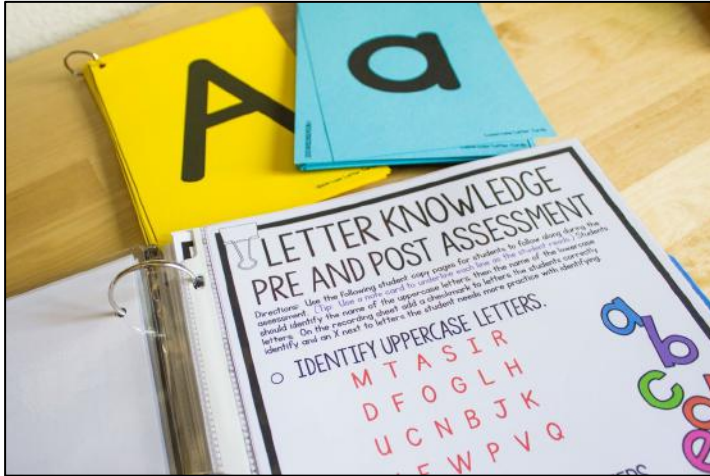
	Pre	Post
	Correct	Correct
/f/ /r/ /o/ /g/		
/s/ /n/ /a/ /p/		
/t/ /w/ /l/ /n/		
/sh/ /ar/ /k/ /s/		
/p/ /l/ /a/ /n/		
Total Correct:		

Student: \_\_\_\_\_ Date: \_\_\_\_\_

### NOTES:

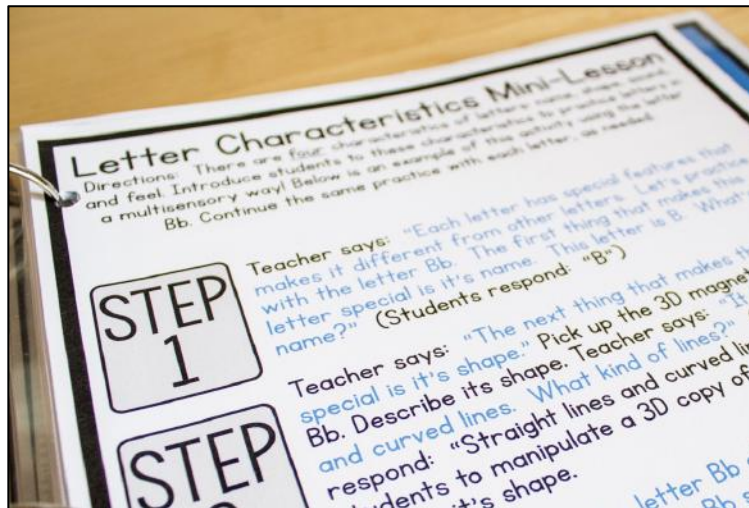


# Why do you need this?

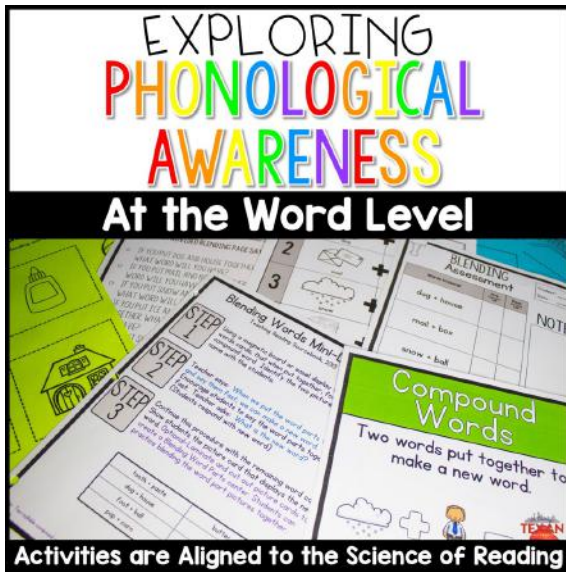


Give your students the tools they are needing to become skilled readers without having to spend hours planning

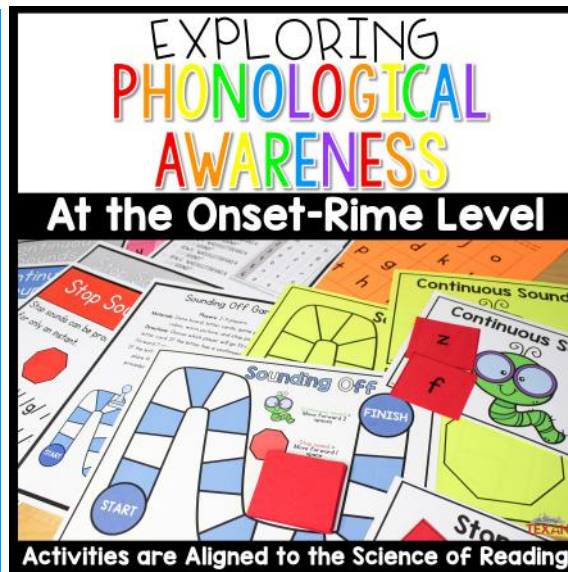
Everything is included for you to keep track of useful data and easily figure out where your students need to go next to become successful readers.



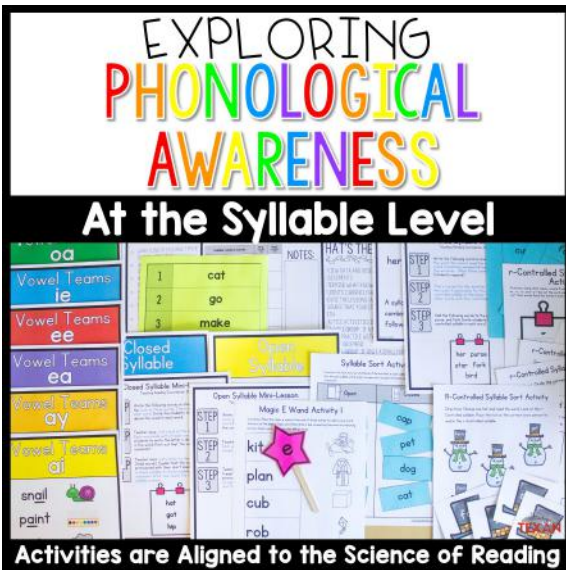
# Units included target skills:



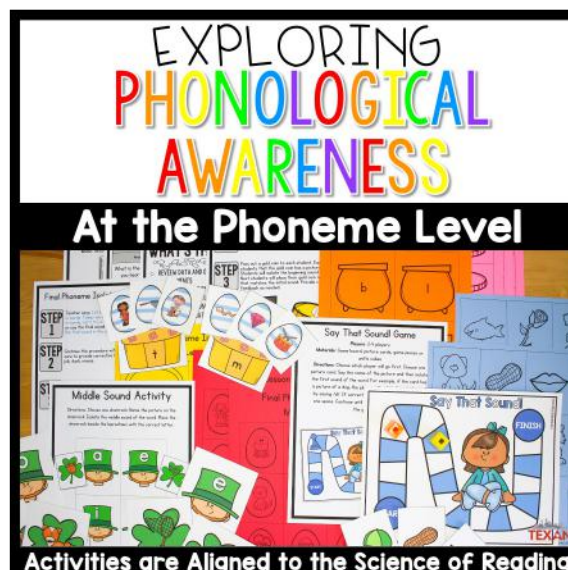
WORD LEVEL  
rhyming, blending,  
segmentation and  
deletion



ONSET-RIME LEVEL  
Sounds,  
categorization,  
blending, and  
segmentation



SYLLABLE LEVEL  
Blending,  
segmentation,  
deletion, syllable  
types



PHONEME LEVEL  
isolation, blending,  
segmentation, and  
deletion



# BONUS UNIT FOR PRE-READERS

## EXPLORING PRE-READER SKILLS



Activities are Aligned to the Science of Reading

Have a few students who are needing some focus on those pre-reader skills?

YOU WILL GET THIS UNIT FOR FREE WITH YOUR BUNDLE! SKILLS INCLUDE:

print awareness  
letter knowledge  
letter sounds  
hand writing  
AND MORE!

# Teachers who have used these units have said...

**KATHRYN N.** ★★★★★

My students love using this resource during centers. It really hones in on specific skills that I can quickly use per data.

**ANGELA V.** ★★★★★

This resource is great! I am so excited to have it to supplement my small groups and really see a lot of growth in my students

**EMILY A.** ★★★★★

I've been using this with my students to help reinforce skills previously taught. They are engaged and learning! Thank you!