



The Wonder of  
**Grade 1**

# The Wonder of Consonants

**Year 1 Month 2**



**Daily  
Wonder**  
Home Learning Hub

[dailywonderhomelearning.com](https://dailywonderhomelearning.com)

# Table of Contents

<i>Month Overview</i> .....	3
<i>Verses, Poetry &amp; Song Suggestions</i> .....	6
<i>DAY 1</i> .....	8
<i>DAY 2</i> .....	11
<i>DAY 3</i> .....	13
<i>DAY 4</i> .....	15
<i>DAY 5</i> .....	18
<i>DAY 6</i> .....	20
<i>DAY 7</i> .....	22
<i>DAY 8</i> .....	24

<i>DAY 9</i> .....	26
<i>DAY 10</i> .....	28
<i>DAY 11</i> .....	30
<i>DAY 12</i> .....	32
<i>DAY 13</i> .....	34
<i>DAY 14</i> .....	36
<i>DAY 15</i> .....	38
<i>DAY 16</i> .....	40
<i>DAY 17</i> .....	42
<i>DAY 18</i> .....	44
<i>DAY 19</i> .....	46
<i>DAY 20</i> .....	48



# Month Overview

## CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS

### Language Arts:

**Concept 1.** Language and story can be a source of creativity and joy.

**Connection:** You will bring fun and reverent verses and tell Fairy Tales to your child throughout this unit.

**Concept 2.** Stories and other texts help us learn about ourselves and our families.

**Connection:** Your verses and stories will reflect your child's frame of reference and your child will recognize when they tell each day's story in their Learning Portfolio with their pictures and text.

**Concept 3.** Stories and texts can be shared through pictures and words.

**Connection:** Your child will recognize that they are finding letters within stories and then retelling those stories with pictures and symbols.

**Concept 4.** Through listening and speaking, we connect with others and share our world.

**Connection:** Your verses and stories will reflect diversity.

### Social Studies:

**Concept 1.** Our rights, roles, and responsibilities are important for building strong communities.

**Connection:** You'll take the first week to set up your new rhythms, new verses, new movement, and all the ways of working. Be sure to give your child some responsibilities to connect them to their role within the community of learners in your home.

**Concept 2.** Healthy communities recognize and respect the diversity of individuals and care for the environment.

**Connection:** Your stories will come from a variety of cultures and landscapes; take a minute to bring your child's awareness to this aspect of diversity. Choose stories with your child's frame of reference. What frame of reference is represented in the stories you have chosen/will choose? Ask yourself: Who wrote this story? Who benefits from it? Who is missing? The answers should be: Someone with the same culture as my child. My child's community. Not my child's culture or identity.

## FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE LESSON

**Principle:** Learning is embedded in memory, history and story.

**Connection:** You will be drawing letters out of each story thereby giving an experience of the connection between stories and learning letters. By trying to tell stories orally instead of reading them, you are giving your child an additional layer of Indigenous ways of knowing.



## MATERIALS NEEDED

- A large Portfolio and writing materials: crayons and thick coloured pencils
- Wide lined practice book for 'rough drafts', it's nice to have the ones that have half the page as blank for use of image
- Access to a source of Fairy Tales from around the world representing many cultures and including your child's frame of reference – DW will suggest stories from the Grimm's collection, although this may not suit your child's frame of reference. See our [Resource Hub](#) for links to many free online sources of Grimm's Fairy Tales.
- Your chosen verses for opening and transitions as well as Alliterative verses for practicing specific sounds: B, S, M, D, T, F, V, G, L, K. We have provided some suggestions, but as always, you are welcome to use your own.
- A beautiful display of the whole alphabet in upper and lower case for your child to see each day
- Letters made of a variety of materials for playing games: wood/cardboard/ sandpaper/clay/etc.
- Sidewalk chalk and/or 1" paintbrush for water painting on rocks/wood
- Card stock for creating sight word cards

## CURRICULUM OVERVIEW

Using the living images presented through stories, well-chosen verses and poems, and fun hands-on creative activities, you will present 10 consonants to your child in this unit. Daily Wonder will use The Roadmap to Literacy (TRL) to guide the scaffolding for literacy and will place it into the context of the home learning environment. You'll be cultivating your child's ability to listen to stories, recite, and live in a world of oral expression. By listening, your child will be gaining a rich vocabulary. Those who learn to speak expressively gain the ability to share their feelings with conviction. Literacy is the foundation for expression including letter recognition, sound recognition, phonics rules, syllable rules, spelling rules, and grammar. Your child will journey through this path over the next few years.

## PARENT PREPARATION

Create some letters for playing games. They can be made of wood, cardboard, clay, etc. You can also find them to purchase at dollar stores or craft stores. Make them in different sizes and be sure to have an upper and lower case of each letter.

You'll also create a letters display in your learning area with 'anchor' images/words above the letters that you bring over two days each. You can prepare these ahead of time, or the day they are added to your letter display. The anchor image will be a simplified version of the image your child places in their portfolio.



### **SOCIAL EMOTIONAL LEARNING**

Your child will hear stories from all over the world with a focus on finding those that represent their own frame of reference. By seeing themselves in stories your child develops a *positive personal and cultural identity*. They'll begin to see that stories can be told from different perspectives and can be a source of joy and creativity. As you work toward being able to bring stories orally, you provide your child with the experience that *learning is embedded in memory, history and story*.

### **PARENT REFLECTION**

**How/when did you learn to read?** Do you sense any pressure from your family or community to ensure that your child is reading? Is this anxiety living in you? Almost every child will learn to read without struggle, when they are ready. Some children are spontaneous readers at age 4, some learn step by step right before your eyes, and others come to it privately at age 12. DW will suggest 'things to watch for' that may indicate your child needs some extra help but will mostly encourage you to give it time and try to relax so that your child does not feel that pressure.

### **DEVELOPMENTAL CONNECTION**

**The child in Grade One is waking up to the world. Their forces of growth were focused on physical building when they were in Kindergarten, now these forces can become active in developing faculties for independent, representational, pictorial thinking. Your child will still learn best through concepts represented as living pictures. You will present lessons through story and activity so that your child receives an image, internalizes it to combine with all previous percepts and concepts, recalls it, and generalizes it to create a new concept – such as the letter 'R'. In Kindergarten your child learned through experiencing 'practically' all the input, now your child will begin to learn through a feeling relationship with the living pictures presented to them through experience and story. If your child is already a reader, taking the time to bring the letters in this way will serve to strengthen their conceptual understanding of the letters that will build a very strong foundation for literacy. Literacy is built on more than just decoding or reading. No matter where your child is at on the spectrum of literacy, they will develop strength throughout the month as we build the imagination, and full body understanding of letters and sounds in a step by step process developed by Janet Langley and Jennifer Miltzer-Kopperl called The Roadmap to Literacy.**



## Verses, Poetry & Song Suggestions

### OPENING VERSE FOR GRADE 1

*The Sun with loving light  
Makes bright for me each day,  
The soul with spirit power  
Gives strength unto my limbs,  
In sunlight shining clear  
I do revere, oh world, (or God, up to you...)  
The strength of humankind,  
Which Thou so graciously  
Has planted in my soul,  
That I with all my might,  
May love to work and learn.  
From Thee stream light and strength  
To Thee rise love and thanks.*

### CLOSING VERSE FOR GRADE 1

*To do to others as I should  
That they would do to me  
To make me good and kind and strong  
As children ought to be  
Kind hearts, they are the garden  
Kind thoughts, they are the root  
Kind words, they are the blossom  
Kinds deeds they are the fruit*

This verse can be spoken, or sung. [Here's the tune](#) if you wish to sing it.

### UNIT POETRY SUGGESTIONS

How tall are we  
As tall as a tree  
Can we see far  
As far as a star  
And the sun up above  
Fills my hear with love

*See also our alliteration poetry suggestions for each letter as they are introduced throughout the unit.*



**UNIT SONG SUGGESTION**

**Michael Finnigan**

[Here's the tune](#)

There was an old man named Michael Finnegan  
He had whiskers on his chinnegan  
The wind came along and blew them in again  
Poor old Michael Finnegan

There was an old man named Michael Finnegan  
He ran a race and tried to win again  
He fell down and bumped his shin again  
Poor old Michael Finnegan

There was an old man named Michael Finnegan  
He went fishing with a pin again  
Caught a fish but it flopped back in again  
Poor old Michael Finnegan

The image shows three staves of musical notation for the song 'Michael Finnigan'. The key signature is D major (two sharps) and the time signature is 4/4. The notes are as follows:

- Staff 1: D (chord) above the first measure. Notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter).
- Staff 2: A7 (chord) above the first measure. Notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter).
- Staff 3: A7 (chord) above the first measure. Notes: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), A4 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter).

Lyrics under the notes:

There was an old man called Mi - chael Fin - ne - gan, He grew whis - kers  
on his chin - i - gan, The wind came out and blew them in a - gain,  
Poor old Mi - chael Fin - ne - gan. Be - gin a - gain!



## DAY 1

### GOALS OF THE LESSON

The English language has three layers: alphabetic code, pattern, and meaning. Learning to read begins with alphabet knowledge and phonemic awareness. Working from the whole to the parts you will bring the alphabet (whole) and the letters (parts) beginning with Mm. You will bring Mm through the living image of a misty mountain. See what I did there? You're going to bring the image (story) and the phoneme (sound) then the grapheme (letter). This will be done over and over with new letters and working on a two and a half-day rhythm.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

There are three stages to reading: Pictorial, Phonological and then Orthographic. We are aiming to bring all the Grade Ones to the Phonological stage. We are going to focus on building pathways between the parts of the brain that belong to each of those stages. We will work step by step. If your child is already a reader, that's ok, mine was too. There is such variety in the DW activities that your child will be engaged AND strengthening something they might feel they already know. We will make sure that the pathways in their brain are all there, even if they are already at stage three.

You'll tell a story today. DW offers you the Grimm's version of [Simeli Mountain](#).

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. We suggest sticking with the same opening verse for the whole school year. Here's our suggestion for Grade 2:

*The Sun with loving light  
Makes bright for me each day,  
The soul with spirit power  
Gives strength unto my limbs,  
In sunlight shining clear  
I do revere, oh world, (or God, up to you...)  
The strength of humankind,  
Which Thou so graciously  
Has planted in my soul,*



*That I with all my might,  
May love to work and learn.  
From Thee stream light and strength  
To Thee rise love and thanks.*

You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above or choose your own. Follow this with a review of the day's schedule, a nature observation and any newsy sharing.

**Step 2. Intentional Movement Activities:** This will take about 5-15 minutes and include movement activities carefully selected by you to support your child's development in specific and/or age-appropriate areas. Add alliterative verses from your stories as you go, today a verse about the letter Mm. Here's one suggestion:

**M - By Howard Schrager**

Misty mountains multiply  
A million marvellous M's  
Mingle mint and Marigold  
In meadows of mystery.  
The moon sends down its magic beams  
Making merry melodies  
On the mirrors of murmuring streams

**Step 3. Math Minute:** Each day take about 2-5 minutes to develop mathematical thinking. You don't need to work with + - etc. at this point but can ask questions such as this: "Today is October 5, what do you think the date will be tomorrow? In two days?" etc.

**Step 4. Practice and Review:** This portion of the day develops competencies that will lead to absorption of concepts, it can take up to 45 minutes. For today, 'read/sing' your alphabet display with your child as you touch each letter. In doing this you are bringing alphabet knowledge, memory reading, and grapheme identification to your child. Begin with the regular English alphabet but feel free to bring it backwards, in sign language or another language as well.

**Step 5. New Material:** Tell your child that all the names of people, places and things use the alphabet to tell the world who they are. Go through the names of the people in your family and community while clapping the syllables. In doing this you are bringing the first lesson in 'pattern' that makes up the English language.



**Step 6. Story time:** (Tomorrow story time will come after book work, for today you need something to work with for bookwork so we put it here.) Use a transition verse or song to move to a space where your child can sit and watch you tell a story. It can help set a reverent and attentive mood if you light a candle. The story suggestion for today is the Grimm's version of [Semsi Mountain](#). Feel free to choose a different story featuring a mountain. When telling your story, be sure to be aware of the 'm' sound and accentuate it as you say it, ie. Mmisty Mmountain. Snuff candle at the end of the story.

**Step 7. Learning Portfolio:** Transition to the workspace with a song, verse, or IMA. For example, you could use a tongue twister highlighting the 'm' as you pass the bean bag back and forth between you.

Take out the portfolio and drawing materials. Today you'll draw a picture for the story you just told about the mountain. Your picture should be on the left page, tomorrow you'll have your child write about 'm' on the right page. This might mean you need to skip the first/title page for now. Guide your child to create a border around the page with the side of a crayon, left to right, top to bottom. Next, guide them to draw an image of the mountain (a type of double pointed mountain that reveals a hidden letter 'm' - don't tell them this yet) with the meadow below, some water perhaps, a sky, etc.

*Example from Daily Wonder Parent.*

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your closing verse. Here's our suggestion, but feel free to choose your own. This verse can be spoken, or sung. [Here's the tune](#) if you wish to sing it.

*To do to others as I should  
That they would do to me  
To make me good and kind and strong  
As children ought to be  
Kind hearts, they are the garden  
Kind thoughts, they are the root  
Kind words, they are the blossom  
Kinds deeds they are the fruit*



## DAY 2

### GOALS OF THE LESSON

Draw out the sound for Mm, add the anchor image to your display, memory reading of the alphabet, phonological awareness (syllable) game, and phonemic awareness (rhyme) game. Wow!

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

You're going to work on phonemic awareness today using rhyming words. Have a small bunch of rhyming words prepared to use in the practice portion of your morning lesson.

You'll tell a story today. DW offers the Grimm's tale, [The Raven](#).

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verse or tongue twister for M today as you combine it with movement such as bean bag passing.

**Step 3. Math Minute:** Suggested math story question for today: 'your whole family used a knife and fork at breakfast today, how many pieces of cutlery in all?' 'What if we only used forks?' etc.

**Step 4. Practice and Review:** Repetition is key! 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. This will give your child a sense of 'theory of word' or the information that a sentence is made up of separate words.

Expanding on the idea that all the names of people, places and things use the alphabet to tell the world who they are, go through more names of the people in your family and community while clapping the syllables.

**Step 5. New Material:** To build phonemic awareness you can play a rhyme game. Verbally tell your child three words at a time and ask them to tell you which of them rhyme. You'll need to provide a variety so that the answer could be: all, these two, or none. Examples: Cave, Brave, Branch. Bone, Stone, Bear.



**Step 6. Learning Portfolio:** Transition to the workspace area using a verse/song/IMA. Begin with a review of the story from yesterday. Choose a sentence from their telling that includes the words 'misty mountain' or even just 'mountain' and write it for them on your chalkboard/white board/paper. Underline the word 'mountain'. Tell your child that people want to share the stories of the world, so they write them down. They tell about the mountain with this letter, "M" it makes the sound for mountain too. When we start telling the story we use a big letter like this M, when we use the sound inside the story, we use a little letter like this "m". Show the M in your sentence that begins the word mountain and show your child the M in your 'anchor' picture of the mountain.

Take out the portfolio and materials. Today you'll write for the story you told yesterday about the mountain. Guide your child to create a border around the righthand page with the side of a crayon, left to right, top to bottom. Next, guide them to trace their drawn mountain with their finger to see the 'm' hidden there. On the right page you'll need to prepare lines for them to write on. Use a ruler and draw two solid horizontal lines with a dotted line running through the center. The height of the three lines should be almost 1". Within these lines guide your child to write an Mm. You'll describe where exactly the lines of M sit on the lines you drew. Big M starts at the top of the sky and goes straight down to the bottom of the ground. Lift your pencil and start again at the top of the sky, now down to the middle line at an angle, turn and go back up to the sky at an angle, then turn and go straight down to the ground. Little m doesn't reach into the sky and has only small hills that are bumps, not points. Start at the top of the ground, go down to bottom of the ground, follow that line back up and make two humps that touch the top and bottom of

the ground. On the next set of lines you can guide them to write the word 'Mountain'. If your child is a writer, guide them to write a sentence. To finish, have them shade the page with a light crayon side.

*Example above from Daily Wonder member.*

**Step 7. Story Time:** Today you'll tell your story for the letter Vv. You won't let your child in on the letter that is your focus, but you'll include a 'verdant valley' in your telling, that you will draw out with your child tomorrow. DW offers the Grimm's tale, ['The Raven'](#). Perhaps you insert the verdant valley where the man sets up camp for a year at the foot of the glass mountain.

**Step 8.** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 3

### GOALS OF THE LESSON

Introduce Vv and give practice in writing letters with precision.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you'll introduce the letter Vv. You'll need some modeling materials: clay, sticks, anything straight in your house. You'll also want to add a verse or tongue twister with a V sound. You'll work in the lined practice book today as well.

You can tell a story during story time to keep up with the routine but there is no story connected to a letter for today. You can choose your own or skip story for today.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verse or tongue twister for M today as you combine it with movement such as bean bag passing.

**Step 3. Math Minute:** Idea for today: How many chairs are at the table? What if I take one away? What if I bring another one? Etc.

**Step 4. Practice and Review:** Repetition is key! 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. Have your child find the letter M in your display.

Review the story of *The Raven*. Draw out the image of the verdant valley as you discuss the details of the story. Ask your child to imagine the valley. Draw the V (valley) in the air and have your child draw it too. Take out some modeling materials and have your child practice the Mm and the valley – if they identify the valley as a Vv, great, if not, it will be revealed tomorrow.

**Step 5: New Material:** Transition to the workspace using a verse/song/IMA. Take out the practice book with lines. Guide your child to practice a row of big Ms and then a row of little ms. This practice is for working on precision so make sure your expectations are understood. Remember to start at the top of letters and go down. Usually, for upper case letters we lift to start again at the top of the beginning line to complete the



letters, for lower case we retrace the beginning line. Upper case letters take up the ground and sky, lower case take up the ground but sometimes reach into the sky or sea.

**Step 6. Learning Portfolio:** You may need to do an IMA here to transition to portfolio. Take out the portfolio and materials. Today you'll guide your child to draw a picture for the story used for letter Vv.



Begin with a border around the page. Bring the featured elements of the story such as the valley. Remember to build the picture with shading.

*Valley image example from Daily Wonder member.*

own story.

**Step 7. Story time:** You may skip this step today or tell your

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 4

### GOALS OF THE LESSON

Further work with two letters and all the strengthening games that go with them.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll do more rhyming today so have your word groups ready.

You'll tell the story today for drawing out the letter B tomorrow. DW offers the Grimm's story '[Snow White and Rose Red](#)'. The B comes from the image of the bear in profile where the head and belly make an uppercase B.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M and V today as you combine them with movement such as bean bag passing. Here's one suggestion for 'V':

### **V - By Howard Schragar**

Valley so vast  
With violet vines,  
You climb up to a village  
Volcanoes behind.  
A voice rings out  
Filled with vigor and vim,  
Venture to vanquish  
Be valiant, my friend  
The vile villain  
With the velvet vest  
Will vanquish by evening -  
Your victory's met.



**Step 3. Math Minute:** Suggested math activity for today: How many fingers have you got? What if we don't count thumbs? Etc.

**Step 4. Practice and Review:** 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. Have your child find letter sentences in the display such as QRS.

Rhyme challenge: Phonemic awareness, the sounds of letters and how they work together in words...using your groups of three words, play the rhyme game.

**Step 5. New Material:** Transition to the bookwork area using a verse/song/IMA. Take out the practice book with lines. Briefly review the story with the valley. Show your child your anchor picture for Vv, have them trace the valley. In the practice book, have them perfect their Vvs over one line. Identify the sound of the Vv by reviewing the sounds that begins your anchor image, ie. Vvalley



**Step 6. Learning Portfolio:** You may need to do an IMA here to transition to portfolio. Take out the portfolio and materials. Today you'll guide your child to bring the story of the valley to the righthand page. Begin with a border and prepared lines as you did for Mm. Guide your child to bring a precise V and v to the lines. Under it, have them write Verdant valley or Valley. Have your child finish off the page by shading around the writing with the side of a crayon.

*Example image from Daily Wonder member.*

**Step 7. Story Time:** Transition to story time with a verse/song and the lighting of a candle. Tell your story. DW offers the Grimm's story '[Snow White and Rose Red](#)'. The B is your focus and comes from the image of the bear in profile where the head and belly make an uppercase B.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 5

### GOALS OF THE LESSON

Further work with letters and all the strengthening games that go with them.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

You'll bring the story of Bb today and work in practice books. You'll also play the rhyme game.

You can tell a story of your own choosing today or skip this altogether.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M and V today as you combine them with movement such as bean bag passing.

**Step 3. Math Minute:** Suggested math activity for today...Squirrel has 4 nuts in one cheek and 3 in the other, how many has he got? Etc.

**Step 4. Practice and Review:** Repetition is key! 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. Have your child find and/or identify what letter is missing as you cover one with hand/paper.

Phonemic awareness, the sounds of letters and how they work together in words...using new groups of three words, play the rhyme game.

**Step 5. New Material:** Transition to the bookwork area using a verse/song/IMA. Take out the practice book with lines. You'll do a 'letter drill' today. You'll tell your child what to write in their books, show them the letters for a few seconds, then hide the letters to allow your child to write them in the practice book. You aren't going for precision in the books for this game, only working on memory. Begin by saying "upper case M and lower case m" and work towards "lower case m and lower case v". They'll write Mm, then mv. You'll come back to this game as you add letters over the weeks.



**Step 6. Learning Portfolio:** You may need to do an IMA here to transition to portfolio. Begin with a brief review of the story from yesterday with a focus on the bear. Take out the portfolio and materials. Today you'll guide your child to bring the image of the bear. Begin with a border, then guide your child to build the image with shading. Try to ensure that the picture can represent your letter, for example that the bear is facing the right edge of the page. Finish off the page with shading.

*This example image from a Daily Wonder member shows the bear in profile where the B is either in the body or in the head and body.*

**Step 7. Story time:** Use your story verse or song and lighting of a candle to transition to story time. Today you can skip this step or tell a story of your own choosing.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 6

### GOALS OF THE LESSON

Memory reading, theory of word, symbol imagery, phonological awareness, and phonemic awareness.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

You're doing great! And you look good too:)

You'll start a new practice game for building phonemic awareness today. Try it yourself first...

You'll tell the story for the letter Dd today to review tomorrow. For the story DW offers the Grimm's story ['Water of Life'](#). The focus image is the door, you'll imagine a door that is straight on one side and curved on the other to make the shape for D. It can help to place a window or handle in your door to make the reverse bulge for the lower case d. Bring this description to your story. For image example, check the lesson plan for Day 7.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M and V today as you combine them with movement such as bean bag passing.

**Step 3. Math Minute:** If we each have two scoops of ice cream, how many scoops total? What if Rex had ice cream too? Etc.

**Step 4. Practice and Review:** You're doing great! 'Read/sing' your alphabet display with your child as you touch each letter. As you sing the end of the song "now I know my A B Cs, next time won't you sing with me?" stomp out each word. Have your child find letter sentences like TUV and/or identify what letter is missing as you cover one with hand/paper.

Play the rhyme game with new words for a few minutes. New game: hand spelling. Choose one syllable words that begin with M or V and don't include blends, words such as: mat/must/make/mule/mop and vat/vale/vole/vet/vex work well. Using your fist say the word ie. 'must', then put your thumb out as you say the sound /m/, then open the rest of your fingers so your hand is now flat and say /ust/, then close your fist again



and say the whole word /must/. You are demonstrating that each phoneme has a corresponding grapheme. You'll begin this discovery by isolating the first letter in a word with this game. After you hand spell the word you can ask "which letter has the sound /m/?"

**Step 5. New Material:** Transition to the bookwork area using a verse/song/IMA. Take out the practice book with lines. Begin with a review of the story you told yesterday. Show your child your anchor picture and trace the B and say the /b/ sound in bear. Let your child know you'll practice doing a Bb in the practice book with precision. Guide them to do this. You can begin by having them trace the letter in your image or in the air, or practice it first on the ground with chalk or by painting with water, etc.



**Step 6. Learning Portfolio:** You may need to do an IMA here to transition to portfolio. Take out the portfolio and materials. Today you'll guide your child to bring the letter and word for the story of Bb. Remember to provide lines for a good copy of the letter in upper and lower case. Write the word Bear underneath. Finish off the page with shading.

*Example image from Daily Wonder member.*

**Step 7. Story time:** Transition to the story space with a verse or song and the lighting of a candle. You'll tell the story for the letter Dd today to review tomorrow. For the story DW offers the Grimm's story '[Water of Life](#)'. The focus image is the door, you'll imagine a door that is straight on one side and curved on the other to make the shape for D. It can help to place a window or handle in your door to make the reverse bulge for the lower case d. Bring this description to your story. For image example, check the lesson plan for Day 7.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 7

### GOALS OF THE LESSON

Memory reading, theory of word, symbol imagery, phonological awareness, and phonemic awareness. Building pathways in the brain, not teaching kids to do tricks – remember that reading is one element of literacy.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Trust that all is unfolding as it should. Be in tune to your child's need to move and be outside. Play less practice games if needed, or spend less time on each, or spend much more time on the games, be flexible and have fun.

You'll play the rhyme game and do some hand spelling, be ready with words.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M, V and B today as you combine them with movement such as bean bag passing. Here's one suggestion for 'B':

### **B - By Howard Schrager**

B is in bowl, bag,  
Basket, and bin,  
All manner of places  
To keep berries in.  
A brawny brown bear  
Called Big Belly  
Beholds a bee buzzing.

### **Or you could try this fun tongue twister:**

The big black bug bit the big black bear,  
but the big black bear bit the big black bug back!



**Step 3. Math Minute:** 4 leaves fell off the tree, then 3, then 5 more, how many in all? Etc.

**Step 4. Practice and Review:** Find ways to bring interest if you are getting tired of the repetition. 'Read/sing' your alphabet display with your child as you touch each letter. Today, try going silent with your child for a few letters as you stay on the rhythm of the song with the pointing, see if your child can pick the song up with their voice when you indicate starting again at a letter a few over from where your voices left off.

Play the rhyme game with new words for a few minutes. New game: hand spelling. Play this again with some B words and any M and V words you didn't use yesterday.



**Step 5. New Material:** Review the story from yesterday. Have your child retell parts of the story that spoke to them. What do they remember? What images had an impact on them? Perhaps there is a portion that they want to act out for you.

**Step 6. Learning Portfolio:** You may need to do an IMA here to transition to the portfolio. Take out the portfolio and materials. Today you'll guide your child to bring the image from the story with a highlighted feature image of the door and window/handle. Guide them step by step to shade this drawing.

This example image was found [here](#). With a window or keyhole added it would allow for the lower case d as well.

**Step 7. Story time:** Transition to story time. Today you can skip this step or tell a story of your own choosing.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 8

### GOALS OF THE LESSON

Building pathways in the brain, no big deal;)

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

**You got this!**

**You'll need some modeling materials for today such as clay or play dough.**

**You'll tell the story for Ss today. DW offers the Grimm's story ['The Death of the Little Hen'](#) in which the characters must cross a stream. The shape of the Ss can come from the description of the stream.**

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M, V and B today as you combine them with movement such as bean bag passing.

**Step 3. Math Minute:** What comes after 4? What comes before 9? Etc.

**Step 4. Practice and Review:** 'Read/sing' your alphabet display with your child as you touch each letter. Play around with it in whatever way is working. You can let go of this practice when you are ready or continue it as long as you feel it serves; it will appear in plans until day 10.

Review your story from yesterday. Show your child your anchor picture and trace the D shape in the door. Show them the hidden d as well. Demonstrate the sound of the letter in your description.

**Step 5. New Material:** Provide your child with the modeling materials and ask them to make some Ds and some ds with the materials. If the direction is not coming easy for the lower case d, be sure to support your child in how to use the story imagery to help remind them which way the d faces. You can have them model the B and b as well to compare and contrast these letter friends.



**Step 6. Learning Portfolio:** Transition to the work space and take out the practice book. Have your child do some practice writing with a goal of precision. Show them how to make the D and the d while talking about their location on the lines. Do a line each of beautiful Dds.

You may need to do an IMA here to transition into portfolio work. Take out the portfolio and materials. Today you'll guide your child to bring the letter Dd and the word Door. Be sure to provide lines and set expectation. Shade to finish off the page.

*Example image from Daily Wonder member.*

**Step 7. Story Time:** Transition to story time with a verse, song and candle lighting. You'll tell the story for Ss today. DW offers the Grimm's story ['The Death of the Little Hen'](#) in which the characters have to cross a stream. The shape of the Ss can come from the telling of the stream's details. Note to parents about this story, it doesn't end well, and I see no pedagogical reason why you shouldn't change it to be more pleasant.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 9

### GOALS OF THE LESSON

Bringing joy to your child and the world.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

You can tell a story of your own choosing today. Have some words for the rhyme game and finger spelling today.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M, V, B and D today as you combine them with movement such as bean bag passing. Here's our suggestions for 'D':

### **D - *By Abi Allanson and Nicky Teensma***

Deep is the deed to be done by men,  
Dangerous dragon asleep in his den.  
Who dares to conquer, who dares to slay,  
Who dares to banish the dragon this day?  
Deep is the deed to be done by men,  
Dangerous dragon lies bound in his den.

**Step 3. Math Minute:** If I count all my fingers and toes, how many do I have? Etc.

**Step 4. Practice and Review:** Make any notes about how this is going. Does your child really know the alphabet? Can they start the song from anywhere within it? Do they know it backwards? Do they know it in a second language? 'Read/sing' your alphabet display with your child as you touch each letter. Play around with it in whatever way is working. Remember, you can let go of this practice when you are ready or continue it as long as you feel it serves; it will appear in plans until day 10.



Phonemic awareness: play your rhyme game with new words. Phonemic awareness: play with finger spelling using B and D words.

**Step 5. New Material:** Theory of word: using your verse or tongue twister from one of your letters, practice it again but stomp or step for each word.

**Step 6. Learning Portfolio:** Transition to the portfolio. You may need to do an IMA here to make this transition work well. Take out the portfolio and materials. You'll guide your child to bring a picture from the story with the focus of the stream in the shape of an Ss. Begin with a border then guide your child step by step to bring in the imagery in a beautiful way.



*You can see the S in the stream of this example image from a Daily Wonder member.*

**Step 7. Story time:** Transition to story time with a verse or song and lit candle. You can tell a story of your own choosing today.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 10

### GOALS OF THE LESSON

Working with the letter Ss, building pathways in the brain, strengthening what we know.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Two weeks in, how do you feel? Have you observed your child making personal progress? Is your own interest growing?

Today you'll tell the story for Ff. DW offers the Grimm's story ['Fisherman and his Wife'](#). The focus image is a fish.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M, V, B and D today as you combine them with movement such as bean bag passing.

**Step 3. Math Minute:** A dog and a cat and two cows, how many? Etc.

**Step 4. Practice and Review:** Keep going with this after today if you are finding new ways to expand on it. 'Read/sing' your alphabet display with your child as you touch each letter. Play around with it in whatever way is working. It is typical that mastery will occur after one month of practice.

Theory of word: using your verse or tongue twister from one of your letters, practice it again but stomp for each word. Phonemic awareness: play your rhyme game with new words. Phonemic awareness: play with finger spelling using B and D words.

**Step 5. New Material:** New game for phonemic awareness: Have your child close their eyes and clap when they hear you say a word that begins with M, V, B, or D. Keep adding letter sounds as you introduce them.



**Step 6. Learning Portfolio:** Transition to the work space and take out the practice book. Review the story and show your child the anchor picture, tracing the ssssstream. Guide your child to bring the letter S and s with precision, into the practice book. Have them do a line of each.

Transition to the portfolio. You may need to do an IMA here to make this transition work well. Take out the portfolio and materials. You'll guide your child to bring the letter Ss and the word Stream to the right hand page on lines, with precision and beauty. Shade around to finish off the page.

*Example image from Daily Wonder member.*

**Step 7. Story time:** Transition to the story space with a verse or song and lit candle. You'll tell the story for Ff today. DW offers the Grimm's story '[Fisherman and his Wife](#)'. The focus image is a fish that is popping its head out of the water, its head curving to the right to make the top of the F, its fin coming forward to the right to make the middle line of the F. For the lower case f, you can bring a younger fish to the imagery that has a fin coming out of the back as well.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 11

### GOALS OF THE LESSON

To practice the skills that develop pathways in the brain so that your child has the opportunity to gain all the literacy skills necessary for self-expression.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Happy day 11, welcome! You'll introduce a new practice game today, you'll need your model letters. You'll also do some memory reading and will need one of your beautiful, short verses (not an alliterative verse or a tongue twister) written out beautifully in your display area.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M, V, B, D and S today as you combine them with movement such as bean bag passing or jump rope. Here's one suggestion for 'S':

S -

Six silver snakes  
silently slithered  
over the soft sea  
of sliding sand  
into the splendid stream.

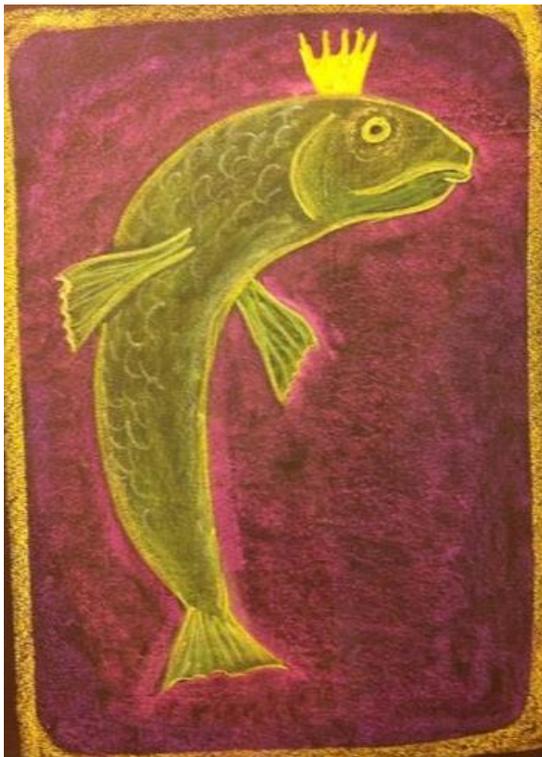
**Step 3. Math Minute:** Two pumpkins here, four there, one there, how many? Etc.

**Step 4. Practice and Review:** Phonemic awareness game: Place/hide your model letters (use only the ones you have covered, in both upper and lower case) around your learning space. Play "I spy" using the following type of statements "I spy a letter that starts the word ball". Your child can then bring you the B or the b. Play until all of the letters have been collected.



**Step 5. New Material:** Memory Reading – part 1: Choose one of your verses that your child has memorized and that is not alliterative or a tongue twister and write it on your display area. Say the verse together while pointing at the written words. Leave the verse on display for the week.

**Step 6. Learning Portfolio:** Transition to the portfolio. You may need to do an IMA here to make this transition work well. Take out the portfolio and materials. You'll guide your child to bring the image from your story with the focus of the fish image. Begin with a beautiful border.



[Here](#) is a chalk drawn version of the fish to show the letter F, can you see it? You can include a baby fish in your image for the lower case f.

**Step 7. Story Time:** Transition to the story space with a verse or song and a lit candle. Today you can tell a story of your own choosing.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 12

### GOALS OF THE LESSON

To practice the skills that develop pathways in the brain so that your child has the opportunity to gain all the literacy skills necessary for self-expression.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

You are amazing! Just remember that.

You'll practice the memory reading game today with your verse.

You'll tell the story for the letter L I today. DW offers the Grimm's story ['The Hut in the Forest'](#) with the central image of the lantern lighting the windows of the hut.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** 10 minutes. Use your alliterative verses or tongue twisters for M, V, B, D and S as you combine them with movement such as bean bag passing or jump rope.

**Step 3. Math Minute:** I have 8 acorns, I share them equally between 2 friends, how many will each get? Etc.

**Step 4. Practice and Review:** Phonemic awareness games – play any or all for 20 minutes or so: “I spy”, hand spelling, rhyme game. Phonological awareness game – 2 minutes: clapping the beats in a verse or in words.

**Step 5. New Material:** Memory Reading – part 1 and 2: Using your verse on display, read it aloud together while you point out each word. Have your child 'read' it again on their own while you point to each word. Next, have them watch the words as you read it without pointing. And finally, ask them to find the word that starts with 'b' (choose sound that makes sense for you and from your focus letters) as you read the verse and they follow along. They'll be listening for the word that starts with the /b/ sound.



**Step 6. Learning Portfolio:** Transition with an IMA and/or verse to the work space, take out the practice book. Today you'll do a writing practice; this will be for the purpose of practicing 'symbol imagery' or how to form the letters with precision. Take your time, assign each letter in turn and ask for both upper and lower. Do as much practice as makes sense for your child's engagement.

You may need to do an IMA here to make the transition to portfolio work well. Take out the portfolio and materials. You'll guide your child to bring the Letter Ff and its word. Begin with a beautiful border and writing lines. Guide your child to bring precision to the page and finish off with shading.

[Here](#) is a great example of the simplicity that you might decide to work with. In this example, the letter page has only the upper case F. You can decide whether to bring the lower case and the anchor word 'fish'.

**Step 7. Story time:** You'll tell the story for the letter L I today. DW offers the Grimm's story '[The Hut in the Forest](#)' with the central image of the lantern lighting the windows of the hut. Imagine a lantern with a base to make up the bottom edge of the L and a tall holder for the candle to make up the vertical line. This image works for both the upper and lower case.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 13

### GOALS OF THE LESSON

To practice the skills that develop pathways in the brain so that your child has the opportunity to gain all the literacy skills necessary for self-expression. Don't forget to observe your child's personal progress and make a note of it in your own journal.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

You can tell a story of your own choosing today.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** 10 minutes. Use your alliterative verses or tongue twisters for M, V, B, D, S and F as you combine them with movement such as bean bag passing or jump rope. Don't forget to bring in some seasonal verses or songs too!). Here's one suggestion for 'F':

**F -**

Four friendly fish frolicked  
In the fresh flowing stream.  
Fins flapping  
Mouths a gapping  
Fabulous fishy team.

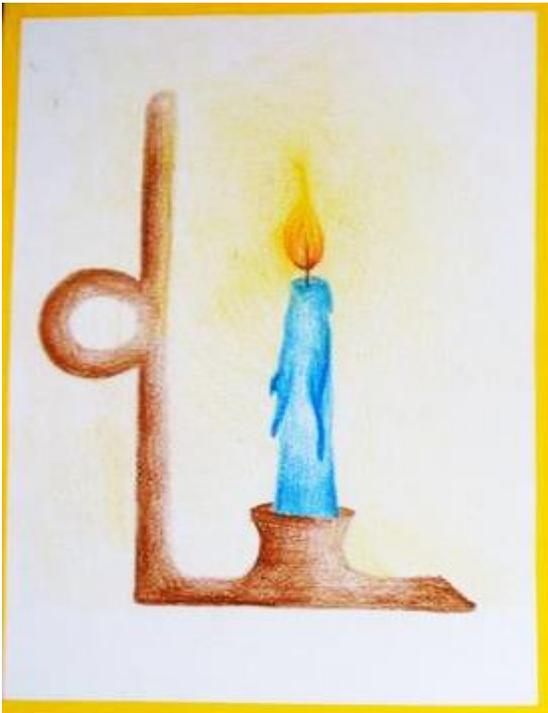
**Step 3. Math Minute:** I found 3 maple leaves, then 2 more, then 3 more, how many in all? Etc.

**Step 4. Practice and Review:** Phonemic awareness games – play any or all for 20 minutes or so: "I spy", hand spelling, rhyme game. Phonological awareness game – 2 minutes: clapping the beats in a verse or in words.



Memory Reading – part 1 and 2: Using your verse on display, have your child ‘read’ it on their own while you point to each word. Next, have them watch the words as you read it without pointing. And finally, ask them to find the word that starts with ‘f’ (choose sound that makes sense for you and from your focus letters) as you read the verse and they follow along. They’ll be listening for the word that starts with the /f/ sound.

**Step 5. New Material:** A new game – ‘word collection’: Ask your child “How many words can you come up with that start with B/b/?” Collect words and write them down. Script for when they get it wrong, “oh, that’s a good word. We’ll collect it on the side for when we get to the letter t”.



**Step 6. Learning Portfolio:** You may need to do an IMA here to make this transition work well. Take out the portfolio and materials. Begin with a brief review of the story. You’ll guide your child to bring an image from the story for LI. Begin with a border and guide your child step by step to bring the image.

[Here](#) is a simple drawing of the lantern that highlights the image of the L and I.

**Step 7. Story time:** Transition to the story space with a verse or song and lit candle. Today you can tell a story of your own choosing.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 14

### GOALS OF THE LESSON

Keep at it, this is important.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

You are doing great, big, things. Repetition is key to understanding. Check in with yourself to find ways to stay engaged. Remember, you can play the same game over and over but change small elements each time to keep it fresh for your child and for you.

Today you'll tell the story for Tt. DW offers the Grimm's story ['Little Red Cap'](#). Sound familiar? The focus image is the tall tree.

## TODAY'S LESSON

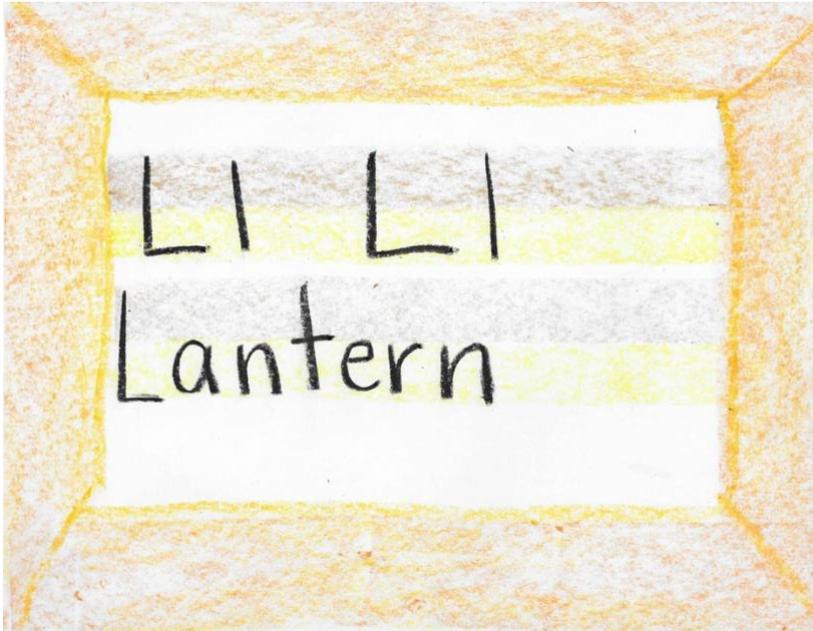
**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** 10 minutes. Use your alliterative verses or tongue twisters for all the letters you have introduced as you combine them with movement such as bean bag passing or jump rope. Don't forget to bring in some seasonal verses or songs too:).

**Step 3. Math Minute:** 6 Halloween ghosts lurking in the shadow of the door, if one jumps out at us, how many ghosts will remain in the shadow? Etc.

**Step 4. Practice and Review:** Phonemic awareness games – play any or all for 20 minutes or so: “I spy”, hand spelling, rhyme game, word collection. Phonological awareness game – 2 minutes: clapping the beats in a verse or in words. You might be able to combine some of these games together of course, be creative.

**Step 5. New Material:** Memory Reading – parts 1-3: Using your verse on display, have your child ‘read’ it on their own while you point to each word. Next, have them read it again without pointing. Ask them to find the word that starts with ‘s’ (choose sound that makes sense for you and from your focus letters) as you read the verse. And now, ask them to find the word that rhymes with “dish” (I imagined the word fish in my verse, pick one that makes sense for you) as you read the verse.



**Step 6. Learning Portfolio:** Transition to the book work space. Have your child re-tell the story from yesterday and show them the anchor image. Trace the L and I for them and have them imitate. Take out the practice book and guide your child to practice a couple lines of Ls and Is. You are aiming for precision.

You may need to do an IMA here to transition into portfolio work. Take out the portfolio and materials. You'll guide your child to bring the letter and word to go with the image, LI and Lantern. Begin with a border and lines. Shade to complete.

*Example image from Daily Wonder member.*

**Step 7. Story time:** Transition to story time with a verse and candle. Today you'll tell the story for Tt. DW offers the Grimm's story ['Little Red Cap'](#). Sound familiar? The focus image is the tall tree. Be sure to offer the adjective 'tall' since the word 'tree' is not ideal due to its beginning blend 'tr'.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 15

### GOALS OF THE LESSON

Enjoy the work. Have a perfectly imperfect day 15.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Today you can tell a story of your own choosing.

This unit does not have an official Flex Week for Days 16-20. If you decide to end the unit after today, you have definitely covered curriculum. We will offer two more consonants in the final week so that over the two consonant units you will have presented all consonants. It is ok to not cover all of them with this same intention. If you wish to stop here to gain some flexibility, you have our blessing:). If you intend to continue, great, see you next week.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** 10 minutes. Use your alliterative verses or tongue twisters for M, V, B, D, S, F and L as you combine them with movement such as bean bag passing or jump rope. Don't forget to bring in some seasonal verses or songs too:). Here's one suggestion for 'L':

### **L - By Howard Schrager**

L is lively, lovely, Laughing,  
Like leaves, and lanterns,  
Filled with light.  
Luscious, loads, lots,  
Not only a little.  
L is like a well;  
No other letter  
Loves us so well.



**Step 3. Math Minute:** 7 acorns, whoops, dropped 2. How many now? Etc.

**Step 4. Practice and Review:** Phonemic awareness games – play any or all for 20 minutes or so: “I spy”, hand spelling, rhyme game, word collection. Phonological awareness game – 2 minutes: clapping the beats in a verse or in words. You might be able to combine some of these games together of course, be creative.

**Step 5. New Material:** Memory Reading – parts 1-3: Using your verse on display, have your child ‘read’ it on their own while you point to each word. Next, have them read it again without pointing. Ask them to find the word that starts with ‘l’ (choose sound that makes sense for you and from your focus letters) as you read the verse. And now, ask them to find the word that rhymes with “bee” (I imagined the word tree in my verse, pick one that makes sense for you) as you read the verse.



**Step 6. Learning Portfolio:** You may need to do an IMA here to make this transition work well. Take out the portfolio and materials. Begin with a brief review of the story from yesterday. You’ll guide your child to create a picture to tell the story, the focus image is the tall tree. If you are ending your work with this unit today, you’ll need to do the letter/word page today as well. Begin with a border and guide your child step by step.

[This](#) image shows the tall tree reaching for the sky. Feel free to add leaves that represent the season where you are. If you have been using borders, include one today as well.

**Step 7. Story time:** Transition to the story space with a verse or song and lit candle. Today you can tell a story of your own choosing.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 16

### GOALS OF THE LESSON

This week you'll focus on the LA concept about how stories support the learning about self and family. Think about how this applies to your child. What frame of reference is represented in the stories you have chosen/will choose? Ask yourself: Who wrote this story? Who benefits from it? Who is missing? The answers should be: Someone with the same culture as my child. My child's community. Not my child's culture or identity.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Final week/Flex Week of this first unit of literacy building. How are you doing? Are you noticing personal progress for your child? Are you feeling like your child already knows all their letters and what's the point? What do you need to do to allay any fears or doubts?

Remember, you have options, you can treat this as your Flex Week, or continue as before.

Today you'll tell the story for Gg. DW offers the Grimm's story '[The Golden Goose](#)'. The image for the G comes from the goose's body.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** 10 minutes. Use your alliterative verses or tongue twisters for all the letters you have introduced as you combine them with movement such as bean bag passing or jump rope. Don't forget to bring in some seasonal verses or songs too!).

**Step 3. Math Minute:** 9 cookies, 3 friends – share evenly. How many do they each get? Etc.

**Step 4. Practice and Review:** Phonemic awareness games – play any or all for 20 minutes or so: "I spy", hand spelling, rhyme game, word collection. Phonological awareness game – 2 minutes: clapping the beats in a verse or in words. You might be able to combine some of these games together of course, be creative.



Memory Reading: Using your verse on display, work on memory reading at your child's sweet spot. Finding the sweet spot means playing around with this activity as you have been and adding elements that are new each day during which your child experiences 90% accuracy. If they start to struggle more than this, go back a step.

**Step 5. New Material:** A new game – 'getting to know you'. Ask your child to go through the names of the people in your family and identify things they like using the same letter/sound for the name and the thing (example: My name is Rebecca and I like rabbits, mom's name is Shelly and she likes shampoo).

Have your child act out or re-tell the story for Tt. Bring out your anchor picture and reveal its letter, have your child air trace the T and t. Take out the practice book and guide your child to practice precision with the T and the t.



**Step 6. Learning Portfolio:** You may need to do an IMA here to make this transition work well. Take out the portfolio and materials. You'll guide your child to bring a beautiful T and t and the words Tall Tree. Begin with a border and writing lines. Shade to complete.

*Example image from Daily Wonder member.*

**Step 7. Story time:** Transition to the story space with a verse or song and lit candle. Today you'll tell the story for Gg. DW offers the Grimm's story ['The Golden Goose'](#). The image for the G comes from the goose's body. Check in on the lesson plan for tomorrow if you just can't picture it. The lower g is hard to get into the imagery, you can bring it separately in the practice book tomorrow.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 17

### GOALS OF THE LESSON

Bringing more and more layers to the learning.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

You're doing great things. You'll focus on the letter Gg today. Notice the extreme difference in the upper and lower letter shape. Also, note the difference in the way we write it from the way it appears in books. Keep this in mind as you review the living picture.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M, V, B, D, S, F, L and T as you combine them with movement such as bean bag passing or jump rope. Don't forget to bring in some seasonal verses or songs too:) Here's one suggestion for 'T':

### Here's a few tongue twisters:

Two tiny tigers take two taxis to town.

Two tree toads tenant a tall twisted tree.

**Step 3. Math Minutes:** 5 mittens, how many extra do I have once I cover my own hands? Etc.

**Step 4. Practice and Review:** Phonemic awareness games – play any or all for 20 minutes or so: "I spy", hand spelling, rhyme game, word collection, 'getting to know you'. Phonological awareness game – 2 minutes: clapping the beats in a verse or in words. You might be able to combine some of these games together of course, be creative.



Memory Reading: Using your verse on display, work on memory reading at your child's sweet spot. Finding the sweet spot means playing around with this activity as you have been and adding elements that are new each day during which your child experiences 90% accuracy. If they start to struggle more than this, go back a step.

**Step 5. New Material:** Recall the story of the Golden Goose. Have your child use some toys or items to act this story out for you. Using some fabric such as a dish towel, can they show you the shape of the goose as she/he looked back? This will show the shape of the G.



**Step 6. Learning Portfolio:** You may need to do an IMA here to make this transition work well. Take out the portfolio and materials. You'll guide your child to create the picture for the letter Gg from your story. Begin with a border and guide your child step by step to create a picture with the central figure of the goose.

Example image from [here](#).

**Step 7. Story time:** Transition to the story space with a verse or song and a lit candle. Today you can tell a story of your own choosing.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 18

### GOALS OF THE LESSON

Observe progress and/or sticking points, write it down, celebrate the knowledge.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Since you are working on developing phonemic awareness so that your child can enter the phase of phonological reading by the end of the year, it is important that during this unit you bring only the hard sounds of those letters that also have a soft sound such as G, Y, and C. It is also important at this point that any letters you choose have their phoneme (sound) in their grapheme (name), so not W for example.

Today you'll tell the story for Kk. DW offers the Grimm's story '[King Thrushbeard](#)'. The image of the K is the king with his arm out and leg out.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** 10 minutes. Use your alliterative verses or tongue twisters for all the letters you have introduced as you combine them with movement such as bean bag passing or jump rope. Don't forget to bring in some seasonal verses or songs too:)

**Step 3. Math Minute:** 10 socks, how many days will they last? Etc.

**Step 4. Practice and Review:** Phonemic awareness games – play any or all for 20 minutes or so: "I spy", hand spelling, rhyme game, word collection, 'getting to know you'. Phonological awareness game – 2 minutes: clapping the beats in a verse or in words. You might be able to combine some of these games together of course, be creative.

Memory Reading: Using your verse on display, work on memory reading at your child's sweet spot. Finding the sweet spot means playing around with this activity as you have been and adding elements that are new each day during which your child experiences 90% accuracy. If they start to struggle more than this, go back a step.



**Step 5. New Material:** Ask your child to tell you about the story of the Golden Goose. Feel free to draw out elements that reveal values such as kindness, responsibility, friendship, etc. Show your child the anchor picture, have them trace the G within. Take out the practice book. You'll guide your child to precisely write a row of Gs. Tell them that the lower case g looks a little different and dips into the sea. Demonstrate and guide a row of gs.



**Step 6. Learning Portfolio:** You may need to do an IMA here to make this transition work well. Take out the portfolio and materials. You'll guide your child to write about the Gg on the righthand page. Begin with a border and lines. Guide your child to create a beautiful G and g and the words Golden goose. Shade to complete.

*Example image from Daily Wonder member.*

**Step 7. Story time:** Transition to story time with a verse and candle. You'll tell the story for Kk today. DW offers the Grimm's story ['King Thrushbeard'](#). The image of the K is the king with his arm out and leg out. To get the full idea, look ahead to tomorrow's plan.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 19

### GOALS OF THE LESSON

Enjoy today.

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Did you know that as you work on clapping the syllables game you are planting the seeds for high level reading? Today you'll count the syllables.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** 10 minutes. Use your alliterative verses or tongue twisters for M, V, B, D, S, F, L, T and G as you combine them with movement such as bean bag passing or jump rope. Don't forget to bring in some seasonal verses or songs too:). Here's one suggestion for 'G':

**G - By Abi Allanson Nicky Teensma**

Oh my, a golden goose I see,  
That golden goose must be for me.  
The greedy sisters grabbed the tail  
Were glued together without fail.  
Oh goodness grace, the golden goose,  
Will never let the three girls loose.

**Step 3. Math Minute:** 12 popcorn balls, how many children could have 2 each? Etc.

**Step 4. Practice:** Phonemic awareness games – play any or all for 20 minutes or so: “I spy”, hand spelling, rhyme game, word collection, ‘getting to know you’. Phonological awareness game – 2 minutes: today you'll add a layer to this game. As you say the verse in which you would clap the syllables, have your child count them instead. You might be able to combine some of these games together of course, be creative.



Memory Reading: Using your verse on display, work on memory reading at your child's sweet spot. Finding the sweet spot means playing around with this activity as you have been and adding elements that are new each day during which your child experiences 90% accuracy. If they start to struggle more than this, go back a step.

**Step 5. New Material:** Review the story of King Thrushbeard. Have your child retell parts either in story form or by acting it out for you. Have them demonstrate how a King might stand with his sword drawn (as in the image for K).



**Step 6. Learning Portfolio:** Transition to bookwork with a verse and/or IMA, take out portfolio. You'll guide your child to bring the image from the story. Begin with a border then guide your child step by step to create the image.

[This](#) image is such a beautiful example of the living image as it transforms to a letter.

**Step 7. Story time:** Transition to the story space with a verse and lit candle. Today you can tell a story of your own choosing.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.



## DAY 20

### GOALS OF THE LESSON

Take some time to do your own journaling today. Make some notes on what you have noticed in your child and what you see will be a goal for the next literacy unit. Write your thoughts about what you see in yourself too. What have you learned? How have you grown?

### WHAT YOU NEED TO KNOW BEFORE YOU BEGIN TODAY

Last day of this unit, well done! Next up, The Wonder of Numbers. You can continue to play the literacy games in your next unit even though there will be a math focus. Take 10 minutes a day to work on literacy, either within the morning lesson, or later in the day.

## TODAY'S LESSON

**Step 1. Opening:** Greet the day together with an opening verse or song. Follow this with a review of the day's schedule, a nature observation, and any newsy sharing.

**Step 2. Intentional Movement Activities:** Use your alliterative verses or tongue twisters for M, V, B, D, S, F, L, T, G and K; all the letters you have introduced as you combine them with movement such as bean bag passing or jump rope. Don't forget to bring in some seasonal verses or songs too:) Here's one suggestion for 'K':

**K -**

A knight kicked a King  
On his knobbly knee.  
So the King kept him in the Keep  
And threw away the key.

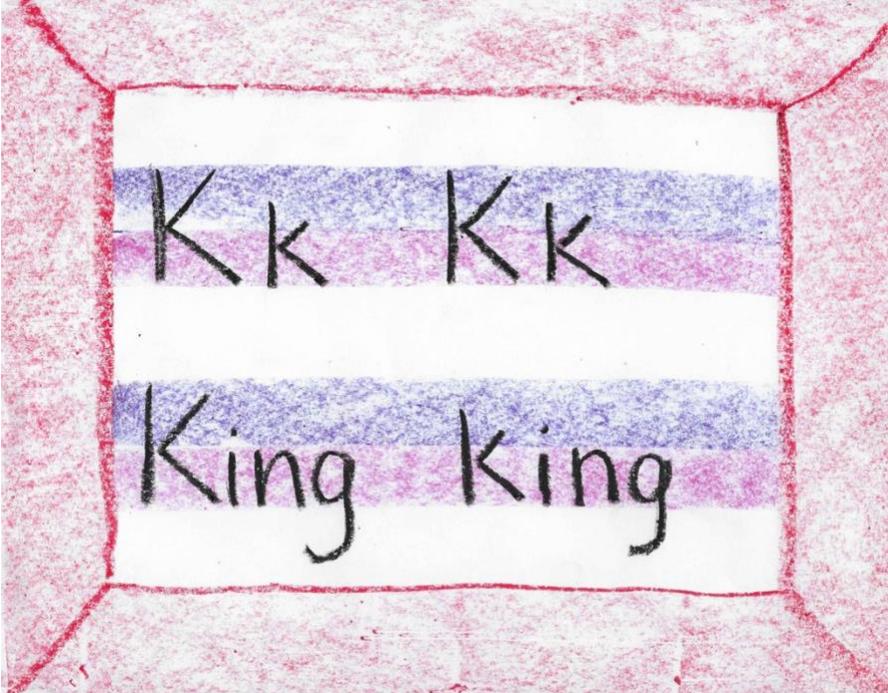
**Step 3. Math Minute:** Trick or treating between 6 and 8pm, how many hours? Etc.

**Step 4. Practice and Review:** Phonemic awareness games – play any or all for 20 minutes or so: "I spy", hand spelling, rhyme game, word collection, 'getting to know you'. Phonological awareness game – 2 minutes: have your child count the syllables. Keep at it next month too, 10 minutes a day if you can.



Memory Reading: Using your verse on display, work on memory reading at your child's level.

**Step 5. New Material:** Transition to your work space and take out the practice book and the anchor picture. Ask your child to re-tell you the story from yesterday. Show them your anchor picture and have them trace the K, describe how the lower case is different using your image (shorter sword?). Guide your child to create a row each of K and k in their practice books where precision is key.



**Step 6. Learning Portfolio:** Transition to portfolio with a verse and/or IMA. You'll guide your child to bring the letters K and k as well as the word King. Begin with a border and lines, shade to complete. If you have more time and energy, go back to the title page and guide your child to draw a landscape picture under the title 'Letters'. You'll come back to this book in Month 4.

*Example image from Daily Wonder member.*

**Step 7. Story Time:** Transition to the story space with a verse or song and lit candle. Today you can tell a story of your own choosing.

**Step 8. Closing:** Close the morning lesson by ensuring all materials are put away. Recite your ending verse.