

Print these **Lexia Lessons®** to deliver explicit instruction to address specific areas of need

Level	Activity	Lexia Lesson	# of pages
Core5 L2, Core5 L3, Core5 L4	Letter Names, Consonant Sounds, Beginning Sounds & Letters	Letter Names	4
<b>Total</b>			<b>4</b>

## Description

This lesson is designed to reinforce the relationship between letter shapes and letter names. Understanding the associations between letter shapes and names can be helpful in developing a foundation for letter-sound associations.

### TEACHER TIPS

The following steps show a lesson in which students work with three lowercase letters at a time. You can adapt this lesson based on individual student needs by substituting uppercase letters or increasing/decreasing the number of letters you work with at one time.

### PREPARATION/MATERIALS

- Sets of letter cards or letter tiles (for students)
- Handwriting guidelines from your school as a reference for the direction and sequence of strokes in letter formation

## Direct Instruction

Give each student the letter cards for lowercase letters **e**, **b**, and **s**. Hold up the letter card **e**.

*say* Today we are going to learn the names of letters in the alphabet. This is the lowercase letter **e**. Watch as I use my finger to trace the letter on the card and say its name at the same time: **e**.

Trace the letter **e** on the card as you say the letter name, extending the sound to add emphasis.

*say* Now, you trace the letter **e** on your card and say its name with me: **e**.

Hold up the letter card **b** and repeat the process. Then, hold up the letter card **s** and repeat.

## Guided Practice

Display the three letter cards **e**, **b**, and **s**. Name each letter as you place the card on the desk or table.

*say* Let's say the name of each letter together: **e, b, s**. Now, I want you to point to each letter as I say its name.


Name the letters in random order until students can easily identify each one.

*say* Great job. Now, I am going to point to a letter and you tell me its name.

Point to letters in random order until students are able to easily name each one.

## Independent Application

Give students five to eight letter cards that include one **e**, one **b**, and one **s**. Suggested other cards: **f, m, t, i, h**.

 Listen as I say a letter name: **b**. Look for that letter in your cards. When you find it, put the card in front of you.

Repeat with letter names **e** and **s**. Check that students have selected the correct letters. Then, have them name each letter as they move it back into the line of five to eight letter cards.

## Wrap-up

Check students' understanding by asking them to name the letter on a card as you display it.

Use students' responses to guide your choice of activities in the Adaptations section below.

## Adaptations

### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Modify the lesson by presenting just two letters at a time. Choose letters that are visually dissimilar.

**Option 2:** Give students multiple opportunities to say the letter name while performing an action (e.g., air-writing the letter, tracing its shape on a letter card, making a clay model of it.)

### FOR STUDENTS READY TO MOVE ON

**Option 1:** Guide students in writing the target letter. Provide paper marked with divided lines and models of the letter for students to trace and copy. Think aloud as you work through the steps in letter formation.

**Option 2:** Provide visually similar letters for students to distinguish when using letter cards. Examples of lowercase letters that are similar: **b d h p g; e c o a; r n m w**.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.  
For further practice with these skills, provide students with **Lexia Skill Builders®**.



A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z



a

b

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