



# Letter Learning Lesson - 1

## Lesson Preparation

### Lesson Goal:

- Introduce Letter Learning activity (m & t)

### Helpful Hints:

- Be sure to focus the students on the writer doing his/her best work at the start of this lesson. This will prevent the students from making deliberate mistakes for the coach to find.
- During the I DO, be sure to draw attention to the computer and hand generated samples at the top of the page and talk about the fact that no one can be perfect in his writing.
- Reinforce the importance of talking about how to improve the writing together.
- You may want to use a timer, especially when students coach, to keep the lesson well-paced.
- Fix It line: To correct formation errors

### Objective:

- SWBAT write the letters “m” and “t”.
- SWBAT give specific feedback on placement, size and shape of the letters “m” and “t”.

### General Materials:

- PAWS rule chart and motions
- Class list with numbers
- Regular pencils
- Blue pencils
- Black and blue dry-erase markers
- Post-lesson checklist
- PAWS student card

### Activity Materials:

- *LL-1 WS for each student*
- *I DO/WE DO Teacher Templates*
- *Letter cards for the letters “m” and “t”*
- *Laminated writing line*

# Script

## Warm Up:

**TEACHER:** Let's start with our PAWS rules today. Let's all do the rules and motions together. *(Do the PAWS rules and motions.)*

**Today we start letter writing! We are going to practice writing the letters "m" and "t". This is the letter "m" (show the "m" letter card), "m" says /m/. Say it with me, /m/. (Listen to students say the sound. Correct students if they are adding a schwa sound.) Watch me write a lowercase "m". When I make it, I will say the directions. Small down, roll down, roll down. (Write a lowercase "m" on the laminated writing line and say formation aloud.) Let's try writing it in the air. (Have students trace "m" in the air with their fingers and say formation aloud.)**

**This is the letter "t" (show the "t" letter card), "t" says /t/. Say it with me, /t/. (Listen to students say the sound. Correct students if they are adding a schwa sound.) Watch me write a lowercase "t". When I make it, I will say the directions. Tall down, cross. (Write a lowercase "t" on the laminated writing line and say formation aloud.) Let's try writing it in the air. (Have students trace "t" in the air with their fingers and say formation aloud.) Everyone will get to write these letters and be a coach for these letters today.**

## I DO:

**TEACHER:** First, I write my special number in the writer box next to the pencil. Now look at the model at the top. *(Point to the "m" with the directional lines.)*

**This was made by a computer. It looks perfect. I am going to trace the model at the top for practice. It shows me how to make the letter. (Demonstrate tracing the model "m" and say the letter formation aloud.)**

**Now look at the handwritten "m's" at the top. (Point to handwritten "m's".)**

**Someone wrote these letters. They are not perfect, but they look like good "m's". I will trace these "m's" too for more practice. (Demonstrate tracing both handwritten "m's" and say the letter formation aloud.)**

**Now, look at #1. I will trace the dotted lines to make the letter "m". (Trace the dotted "m" correctly and say formation aloud.) Now I have to become the coach since I do not have a partner. The coach's number goes in the box next to the whistle. I am going to use my blue marker to mark my choice. I'll check the place. Looks good. Then size, Looks good. Last, shape. Looks good. So, I circle thumbs up. I don't need to try again on the fix it line.**

*(Continue with #2. Do #3 if needed.)*

*(Do the same explanation above for the second letter, "t". Complete #4 and #5. Do #6 if needed. Give examples of correct and incorrect letters.)*

*\* 2. Shape, 3. Place, 4. Correct, 5. Size, 6. Place*

**Remember, first we will all be writers, then we will coach our partners on their letter writing. We will coach in between the writing of each letter. Now it's time for you to practice. We are going to go back to our PAWS seats.**

## **WE DO:**

**TEACHER:** *(Display WE DO Teacher Template.)* **Now we are going to do the WE DO side of the worksheet together.** *(Instruct students to take out materials according to your own routines.)*

**Be sure that you are on the WE DO side of the paper** *(Monitor students.)* **We will do this together. Writers, put your special number in the writer's box.** *(Pause to give students time to write numbers and monitor as they do.)*

**Look at the model at the top. Trace the model and handwritten "m's" at the top for practice. Say the letter formation directions with me.** *(Trace the "m's" and say the letter formation directions aloud with students.)*

**Now put your finger on #1. Trace the dotted "m."** *(Trace "m" correctly on Teacher Template.)*

**Remember not to write on the fix it line yet!**

*\*Slow down the first item:*

- **Remember to do your very best writing. This is your time to practice your own writing and become a great writer. You can look at the examples at the top of the page to help you. Remember that the arrows help us to know where to begin our letters and where to move our pencils.** *(Reinforce that they only write once so that the coach can check it before moving on.)*
- **Now we are going to coach each other's work. Everyone, pick up your blue pencils and switch papers with your partner. Write your number in the coach box on your partner's paper.**
- **Look to see if there is a problem with the place. Use your blue pencil to circle the place icon if there is a mistake.**
- **Who found a problem?**
- **How can you help your partner fix it? What would you tell your partner?**
- **If you found a problem, you are done. Great job!**
- **Who has not found a problem? Look to see if there is a problem with size.**
- **Circle the size icon if you found a mistake with the size.**
- **Who found a problem? How can you help your partner fix it?**
- **Now let's look to see if there is a problem with shape.**
- **If you found a problem, tell your partner how to fix it. They can try again on the fix it line.**
- **If you have checked place, size and shape and everything is correct, circle the thumbs up. Since your partner made it just right, they don't need to try again.**

**I checked the place, size and shape. Mine looks just right so I will circle the thumbs up. The writer doesn't need to try again on the fix it line. Switch back so you have your own paper.**

**Now we need to write for #2. Make an "m".** *(Draw an "m" that is too high.)*

**Now it's time to coach. Switch papers with your partner. Check the place, then size and then the shape. Also, remember to talk to your partner about how he can make it better on the fix it line. Use the models at the top of the page to help you, if you need them.**

**Now I am coaching the writing on my worksheet, and you are coaching your partner's work. It is too high. I will circle the arrow pointing up. I circled something. I can tell the writer that he made the letter too high and even point to the model to help him see the correct way. Switch papers to use the fix it line. Now it is the writer's turn to try again on the fix it line. We don't coach the fix it line. When we are all ready, we can move on to #3.** *(Continue to do this for #3. For #4-6, follow the same procedure for the letter "t".)*

**Now we need to turn our worksheet over so that we can do the YOU DO.** *(Monitor students.)*

## **YOU DO:**

**TEACHER:** Now it is time to try it on your own. Remember, everyone will write one letter and then switch papers so that you can check each other's work. Remember to give helpful feedback to your partner when you are coaching them. If you make a mistake you will try again on the fix it line. I will give you some time to work. *(Walk around the room to monitor student work.)*

## **CLOSURE:**

**TEACHER:** Let's think about how we are doing with being the writer and coach. Can anyone tell us one thing your coach said to you that helped you? *(Or, teacher can share examples.)*

**Remember, if we want to be good writers, we should listen to our coach and try to improve each time.**

## **Suggested Extension Activity:**

- After and Before
- Beginning Letter
- Beginning Sound





