

It is time for handwriting practice and writing. Today's practice comes from the Letter Sounds and Handwriting Practice Guide. Today's practice letter is "o". Do not mention the name of the letter during this lesson.

Objective or Learning Target

It is now time for Hieroglyphics. During this time we will practice our handwriting as well as learn how to express our thoughts by writing sentences, paragraphs, stories, and more. We call this learning time of day Hieroglyphics as a way to honor and recognize the African people of ancient Egypt. (show the students Egypt on the map) **Egypt is in Africa. Egyptians are African people. Egyptians were just like you and me!!!**

Yesterday we learned that the African hunter-gatherers moved to the Nile Valley. The black soil or silt near the banks of the river were rich and perfect for planting. Because of this rich black soil the land was called Kemet which means Black Land or Land of the Blacks. The Ancient Egyptians had a writing system known as hieroglyphs. Hieroglyphs use lots of pictures and symbols. Just like the Egyptians, we are going to use symbols in our writing.

We have been using our ears to listen to the sounds that came out of our mouths. Currently, we are focusing on sounds at the beginning of words. Today we are going to learn how to write a letter that represents a vowel sound. At the end of this lesson, you will be able to write a letter for the vowel sound /o/. Repeat after me. **I can write the letter for most vowel sounds.**

Lesson

Let's review the sounds that we have studied so far. (Use picture cards.) What sound does "man" begin with? (continue with Africa, sun, dance, talk, intelligent, Nile, people, and good) A symbol is an action or object or event that **represents something else**. When you see a symbol, you think of something else. If you understand that letters are just symbols that represent sound, when we get to more complex symbols, like for example, two letters put together to represent only one sound, you won't get tricked. You won't be confused.

Let's see what you know so far. (Use letter cards) This letter ("m") represents the sound...That's right, /m/. (Continue review with "a", "s", "d", "t", "i", "n", "p", "g") Good job! Let's move on.

Give each child a magnetic set of letters and a magnetic board.

These are **symbols** that help me to write. These symbols are called letters and together they make up the alphabet that people who speak English use for writing. (point to the letters) Each letter or combination of letters **represents** a sound that comes out of your mouth. Find the symbol that represents the sound /a/. Place it on your board. (if children do not know, then show them) That's right. This is a symbol for the sound /a/. (Continue with /m/, /s/, /d/, /t/, /i/, /n/, /p/, /g/)

Today we will practice writing this symbol. (take out your letter card for /o/) This is my letter card. On one side of the card I have a picture of an obelisk. This picture reminds me of the o-pulence of Ancient Egypt. **Opulence**. Say that. (Children repeat.) **Opulence** refers to prosperity and wealth and the obelisk and other buildings showed foreign people the wealth of Egypt.

My turn, "obelisk", Your turn.... My turn, "o-belisk". Your turn..... The first sound in "obelisk" is... That's right. The first sound in "obelisk" is /o/.

My turn, "opulence", Your turn.... My turn, "o-plence". Your turn..... The first sound in "opulence" is... That's right. The first sound in "opulence" is /o/.

Can you think of some words that begin with the sound /o/? (Encourage and explore answers.)

On the other side of the card is the letter symbol that represents the sound /o/. Watch as I trace the letter with my finger.

Trace the letter on the card with your finger. Use the writing cues from the Letter Sounds and Handwriting Practice Guide. Give students a chance to trace the letter on the card with their finger. Direct the children to trace the letter in the air, in their palms, on someone's back. Now go to the board and write the letter using the handwriting lines. Denote headline, baseline, and broken line. Be clear and consistent with your instructional prompts.

Great job working with me! Now I want you to write the letter that represents the sound /o/ on your own.

Distribute the Letter Sounds and Handwriting Practice Guide.

Turn to page 37 in your book. (check) If you look at the **bottom** of the page, you will see the number 37, a three and a seven. Let's trace the letter symbol together. Let's trace it with our finger. Great!!! Now let us trace the letter symbol with our pencil. You did an Amazing job. Now let's turn to the next page. Touch the bottom

of the page. Do you see a number? What number is it? It is the number 38, a three and an eight. This is page number 38. We will work on this page today. Now touch the **top** of the page. Write your name and date to the top of the page. (Assist where necessary. It does not matter if they know how to do this or not. The purpose of this request is to build the habit of writing their name and date at the top of their work).

Awesome. Let's practice tracing then writing the first row together. Great! Complete the rest of this page by yourself.

Story Writing

Now let's turn to page 40. Let's read the sentence together. (Direct the children to touch each word as you read.) "I see the obelisk ." Draw a picture of an obelisk. Feel free to write the symbol for /o/. After all, o-belisk begins with the sound...(wait for answers). That's right! /o/ If you like, you may label your picture with the word "obelisk" or you can copy the sentence "I see the obelisk."

Scholars, your work is great! **We accomplished what we set out to do. We wrote the letter that represents the vowel sound /o/.**