



Month: August Week: 3 Subject: Phonics

Day 1	Topic(s)		Foundation(s)		
	Theme: We’re Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval		ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness		
Indicators					
	Younger Preschool		Older Preschool		
	May point to or name pictures that begin with /v/.		May say the /v/ sound and provide a word that begins with /v/.		
<p>Activity: Letter Vv Sound Hunt -A Fair Edition</p> <p>Place fair-themed picture cards around the room (vendor, van, violin, plus distractors like fan, fish). Show the letter cards V and v and model the buzzing /v/ sound (“lip-buzz”). Invite children to “buy a ticket” by finding one picture that starts with /v/ and bringing it to the “ticket booth.” Sort pictures into V (yes) and Not V (no) piles, saying each word slowly to emphasize the initial sound. Celebrate with a quick chant: “V, V, very good!”</p> <p>Older Preschool Challenge: After sorting, think of two more /v/ words not shown in the pictures and use one in a short sentence (e.g., “The van is yellow.”).</p>					
Resources/Materials		Key Vocabulary:		Support:	
<ul style="list-style-type: none">Letter cards: V and vPicture cards (V and non-V starters)		vendor, van, violin			



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Day 2	Topic(s) Theme: We're Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval	Foundation(s) ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
Indicators	Younger Preschool May match pictures to the correct letter card (V or F).	Older Preschool May explain whether a word begins with /v/ or /f/ and why.
<p>Activity: V vs. F Sort - Van or Fan?</p> <p>Show how /v/ "buzzes" and /f/ is "quiet air." Display minimal-pair picture cards (van/fan, vine/fine, vase/face). Say each word and let children feel their lips to notice the difference. Have them place each card under V or F headers and repeat the word aloud. Finish with a quick review, pointing and asking, "Van or fan? Why?"</p> <p>Older Preschool Challenge: Create one new minimal pair (real words if possible) and tell which letter it belongs to; then clap the syllables for each word.</p>		
Resources/Materials <ul style="list-style-type: none"> • Headers: V, F • Minimal-pair picture cards (van/fan, vine/fine, vase/face) 	Key Vocabulary: van, fan, vine	Support:



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Day 3	<table> <tr> <th data-bbox="380 373 899 405">Topic(s)</th><th data-bbox="899 373 1417 405">Foundation(s)</th></tr> <tr> <td data-bbox="380 405 899 594"> Theme: We're Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval </td><td data-bbox="899 405 1417 594"> ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness </td></tr> </table>	Topic(s)	Foundation(s)	Theme: We're Going to the Fair Number: 3 Letter: Vv Color: Gold Shape: Oval	ELA2.1 Demonstrate awareness of the alphabet ELA2.2 Demonstrate phonological awareness
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<p>Activity: Trace & Build Vv - Ticket-Line Letters</p> <p>Demonstrate the letter path: "Down, up- that's V!" Children finger-trace Vv in sand/salt trays, then build V with craft sticks, and finally write Vv on "ticket strips." Each time they trace or write, they softly say /v/ to connect form and sound. End with a quick "ticket check" where children hold up their best Vv to "enter the fair."</p> <p>Older Preschool Challenge: Write three Vv words from picture prompts (e.g., van, vet, vest) and underline the V; then read them aloud.</p>					
Resources/Materials <ul style="list-style-type: none"> • Sand/salt trays or gel bags • Craft sticks or Wikki Stix • "Ticket" paper strips, crayons/markers 	<table> <tr> <td data-bbox="545 1266 881 1614"> Key Vocabulary: letter, sound, ticket </td><td data-bbox="881 1266 1417 1614"> Support: </td></tr> </table>	Key Vocabulary: letter, sound, ticket	Support:		
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Activity: Alliteration Parade

Explain that **alliteration** means many words starting with the same sound. Practice a chant: “**Very V** vendor!” Show V-word picture cards (vendor, violin, vest, vegetables) and invite children to say a **V-start** word as they “parade” past with rhythm instruments. Record a few of their best V sentences on chart paper to revisit during review day.

Older Preschool Challenge: Invent a **4-word** V-sentence (e.g., “**Very violet vest visits.**”) and illustrate it.

Resources/Materials <ul style="list-style-type: none"> • V-word picture cards • Rhythm instruments (shakers, drums) • Chart paper and marker 	Key Vocabulary: very, vendor, violin	Support:
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<p>Activity: Build-a-Word with V-Blend & Read</p> <p>Model blending /v/ with rime cards: v + an = van; v + et = vet; v + est = vest. Children match picture cards to built words and say each slowly, tapping the sounds. Emphasize the first sound /v/ and celebrate each successful blend. Rotate rimes to discover new words and compare meanings.</p> <p>Older Preschool Challenge: Segment one built word into its sounds (e.g., /v/-/e/-/t/), then swap the rime to read a new word (vet -van/vest).</p>					
Resources/Materials <ul style="list-style-type: none"> • Magnetic letters or letter tiles (multiple v tiles and rimes an, et, est, ine*) • Picture cards (van, vet, vest, vine*) • Word mats for building 	<table> <tr> <td data-bbox="545 1251 883 1682">Key Vocabulary: van, vet, vest</td><td data-bbox="883 1251 1422 1682">Support:</td></tr> </table>	Key Vocabulary: van, vet, vest	Support:		
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