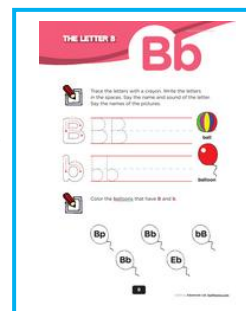


The Letter B – Sound (page 7)



Materials:

- letter **Bb** flashcard
- picture cards (ball, balloon, apple, banana, cap, duck, astronaut, alligator, ant)
- 2 flyswatters

Review: 3-5 minutes

- Sing the alphabet song while pointing at the letters
 - For students with less phonics exposure, the teacher should point to a wall chart while singing the song.
 - For students with more phonics exposure and experience, students should point to the letters on page 4 as they sing the song.
- Show the letter and banana picture flashcard for the letter **Bb**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
 - Teacher and students: “B, /b/, banana”; air write and count letter strokes

Preview: 3-5 minutes

- Show the letter **Bb** flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: “B, /b/ /b/ /b/” Students: “B, /b/ /b/ /b/”
- Show the picture flashcards for the words that begin with the **Bb** sound and say the name of the picture, emphasizing the beginning sound and have the students repeat
 - Teacher: “/b/ /b/ banana”; students repeat
 - Teacher: “/b/ /b/ ball”; students repeat
 - Teacher: “/b/ /b/ balloon”; students repeat

Modeling: 3-5 minutes

- Show the students a picture card that starts with the **Bb** sound.
 - Teacher: “/b/ /b/ banana”. Since the word begins with the /b/ sound, walk to the side of the room with a posted letter **Bb**.
- Show the students a picture card that doesn’t start with the **Bb** sound.

- Teacher: “/b/ /b/ apple”. Since the word doesn’t begin with the /b/ sound, walk to the other side of the room that doesn’t have the posted letter **Bb**.

Guided Practice: 5 minutes

- Continue the activity from above using the picture flashcards for apple, cap, duck, ball and balloon.
 - Teacher says the /b/ sound, followed by the word from the picture card. If the word begins with the /b/ sound, teacher and students walk to the side of the room with the posted **Bb**. If not, walk to the other side of the room without the posted **Bb**.

Independent Practice: 5-10 minutes

- Spread all the picture cards out (apple, banana, cap, duck, ball, balloon, ant, alligator, astronaut) on the floor.
- Play Flyswatter Game.
 - Give two students a flyswatter.
 - The students walk around the pictures that are placed on the floor with the flyswatter behind their backs. Make sure they are not walking on the cards, but around them in a circle.
 - Teacher calls out one of the words from the picture cards on the floor. The students search for the card and then hit it with their flyswatter, saying the word as they do.
 - Give the flyswatters to two new students and start again.
- Continue play until all the cards have been swatted or all the students have had a turn.

Assessment:

- During the guided and independent practice, take note of students’ ability to match the /b/ sound to the various picture cards.

Closure: 1-2 minutes

- Review each picture card.
 - Teacher: “/b/ /b/ banana”; students repeat
 - Teacher: “/b/ /b/ ball”; students repeat
 - Teacher: “/b/ /b/ balloon”; students repeat