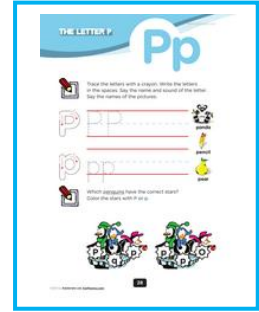


# The Letter P - Lowercase (page 26)



## Materials:

- alphabet chart or page 4
- **lowercase p** flashcard
- picture cards (monkey, nest, octopus, pig, panda, pencil, pear and any other previously taught picture cards)
- letter poster for **lowercase p** from previous lesson
- finger paint
- finger painting paper
- page 26

## 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 pencil picture flashcard for the letter **Pp**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
  - Teacher and students: “P, /p/, pencil”; air write and count letter strokes

## Preview: 5-7 minutes

- Show the **lowercase p** letter poster and trace the letter, counting the letter strokes.
- Do body letter activity
  - Discuss how **lowercase p** is made of one big line and one small curve.
  - Select two students and use their bodies to form the **lowercase p** on the floor.
  - Now put the students into groups of two and have them create a **lowercase p** with their bodies.

## Modeling: 3-5 minutes

- Show the students the **lowercase p** letter poster.

- Show students how to write the **lowercase p** on painted paper.
  - Completely cover a piece of finger paint paper in one color using your hand.
  - Show the students how the paint can be moved around by just using your finger.
  - Using your finger, write the **lowercase p** as many times as you can on the finger painted paper, counting the letter strokes.
  - Once the page is filled with **lowercase p**, “erase” the letters by wiping over the paper with your hand.

### Guided Practice: 7-10 minutes

- Put on paint smocks if you have them available.
- Give each student one piece of finger painting paper.
- Practice writing the **lowercase p** on the paper, counting the letter strokes.
- Give each student one color of paint for them to smear on the paper. Have them put their hands in the air until you say it is time to paint.
  - *Hint:* If the students are sitting in groups, give one color to the whole table. If they are sitting individually, give each student a small amount of one color.
- Tell the students to paint the paper.
  - *Hint:* Give the students a set amount of time to get the paint on the paper. When the time is up remove the paint from the students.
- Now that the papers are colored with paint, guide the students in writing the **lowercase p** on the paper 5-7 times, counting the letter strokes.
  - *Idea:* When they are finished, set the paper aside to dry and the students can take it home.

### Independent Practice: 5-7 minutes

- Explain how to do each part of page 26.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 26 to each student.
  - Students may not all be ready to write the letters without the dotted lines. If they are not, have them only trace the letters. If you want them to have more practice, you can draw your own dotted lines for them to trace.

**Assessment:** (during Independent Practice)

- As the students are completing page 26, monitor and give guidance/support/correction/praise, as needed.
- Use page 26 as a record and be sure to take note of students who may need more practice and/or instruction.

**Closure:** 1-2 minutes

- Show the letter and pear picture flashcard for the letter **Pp**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
  - Teacher and students: “P, /p/, pear”; air write and count letter strokes

