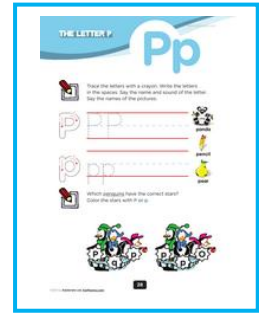


# The Letter P – Sound (page 26)



## Materials:

- letter **Pp** flashcard
- picture cards (monkey, nest, octopus, pig, panda, pencil, pear and any other previously taught picture cards)

## 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 pig 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/, pig”; air write and count letter strokes

## Preview: 3-5 minutes

- Show the letter **Pp** flashcard while saying the letter name and letter sound and have the students repeat
  - Teacher: “P, /p/ /p/ /p/”      Students: “P, /p/ /p/ /p/”
- Show the picture cards for the words that begin with the **Pp** sound and say the name of the picture, emphasizing the beginning sound and have the students repeat
  - Teacher: “/p/ /p/ pig”; students repeat
  - Teacher: “/p/ /p/ panda”; students repeat
  - Teacher: “/p/ /p/ pencil”; students repeat
  - Teacher: “/p/ /p/ pear”; students repeat

## Modeling: 3-5 minutes

- Show the students a picture card that starts with the **Pp** sound.
  - Teacher: “/p/ /p/ pig”. Since the word begins with the /p/ sound, snort and crawl like a pig.
- Show the students a picture card that doesn’t start with the **Pp** sound.

- Teacher: “/p/ /p/ octopus”. Since the word doesn’t begin with the /p/ sound, sit silently in your chair.

### **Guided Practice:** 5 minutes

- Continue the activity from above using the picture cards for monkey, nest, octopus, pig, panda, pencil, pear and any other previously taught picture cards.
  - Teacher says the /p/ sound, followed by the word from the picture card. If the word begins with the /p/ sound, teacher and students crawl and snort like pigs. If not, sit silently in your chair.

### **Independent Practice:** 5-10 minutes

- Lay the picture cards out in a straight line on the floor at one end of the room (monkey, nest, octopus, pig, panda, pencil, pear and any other previously taught picture cards).
- Play Relay Game.
  - Call two students to stand at the opposite end of the room as the picture cards.
  - The students will listen and repeat the word the teacher says.
  - Teacher says go and the students leap (hop, jump, gallop, tiptoe, etc.) to the end of the room with the cards.
  - The student touches the card that matches what the teacher says, says the sound and the word and goes back to the other side of the room.
- Continue play until all the cards have been touched or each student has had a turn.

### **Assessment:**

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

### **Closure:** 1-2 minutes

- Review each picture card.
  - Teacher: “/p/ /p/ pig”; students repeat
  - Teacher: “/p/ /p/ panda”; students repeat
  - Teacher: “/p/ /p/ pencil”; students repeat
  - Teacher: “/p/ /p/ pear”; students repeat