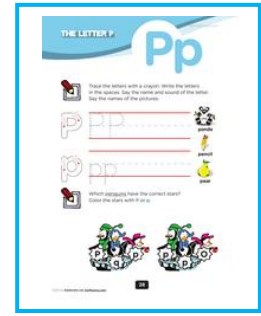


The Letter P - Uppercase (page 26)



Materials:

- alphabet chart or page 4
- **uppercase P** flashcard
- picture cards (monkey, nest, octopus, pig, panda, pencil, pear and any other previously taught picture cards)
- letter poster for **uppercase P** from previous lesson
- tracing card for **uppercase P**
- dough (such as Playdough)

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 panda 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/, panda”; air write and count letter strokes

Preview: 5-7 minutes

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

Modeling: 3-5 minutes

- Show the students the tracing card for **uppercase P**.
- Show students how to create an **uppercase P** from dough.
 - Separate the dough into two parts.
 - Roll the dough into one long and one short “snake.”
 - Fit the long piece inside the big straight line on the tracing card.
 - Curve the shorter piece to fit inside the curved line on the tracing card.

- Show how to trace the letter with their finger, counting the letter strokes.

Guided Practice: 7-10 minutes

- Pass out the tracing card for **uppercase P** to each student.
- Guide students to trace the **uppercase P** with their finger, counting the letter strokes. Repeat 2-3 times.
- Pass out dough to each student and have them break it into two parts and hold it in the air to prevent them from going ahead.
- Guide students to roll a long “snake” and fit it inside the straight line on the tracing card.
- Guide students to roll a shorter “snake” and fit it inside the curved line on the tracing card.
- Guide students to trace the **uppercase P**, counting the letter strokes. Repeat 2-3 times.

Independent Practice: 3-5 minutes

- Have the students squish the dough back into one ball.
- Break the ball into two parts.
- Now have them roll it into one long “snake” and one short “snake.”
- The students can use the tracing card to help them make their own **uppercase P**.
- If they have more time, they can try and make the **uppercase P** without using the tracing card.

Assessment: (during Independent Practice)

- As the students are making their **uppercase P**, monitor and give guidance/support/correction/praise, as needed.

Closure: 1-2 minutes

- Show the letter and panda 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/, panda”; air write and count letter strokes