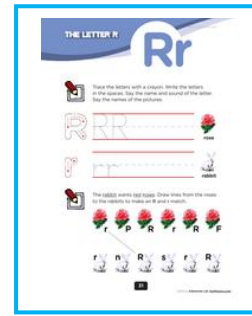


The Letter R – Sound (page 29)



Materials:

- letter **Rr** flashcard
- picture cards (queen, rabbit, rose, seal, tiger 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 rabbit picture flashcard for the letter **Rr**, while saying the letter name, letter sound, the picture name, and stroke count while air writing. Students repeat.
 - Teacher and students: “R, /r/, rabbit”; air write and count letter strokes

Preview: 3-5 minutes

- Show the letter **Rr** flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: “R, /r/ /r/ /r/” Students: “R, /r/ /r/ /r/”
- Show the picture cards for the words that begin with the **Rr** sound and say the name of the picture, emphasizing the beginning sound and have the students repeat
 - Teacher: “/r/ /r/ rabbit”; students repeat
 - Teacher: “/r/ /r/ rose”; students repeat

Modeling: 3-5 minutes

- Show the students a picture card that starts with the **Rr** sound.
 - Teacher: “/r/ /r/ rabbit”. Since the word begins with the /r/ sound, stand up and hop like a rabbit.
- Show the students a picture card that does not start with the **Rr** sound.
 - Teacher: “/r/ /r/ queen”. Since the word doesn’t begin with the /r/ sound, roll up in a ball on the floor.

Guided Practice: 5 minutes

- Continue the activity from above using the picture cards for queen, rabbit, rose, seal, tiger and any other previously taught picture cards.
 - Teacher says the /r/ sound, followed by the word from the picture card. If the word begins with the /r/ sound, teacher and students stand up and hop like rabbits. If not, roll up into a ball on the floor.

Independent Practice: 5-10 minutes

- Play Which Side Game.
 - Label two sides of the room, the **Rr** side and the not **Rr** side.
 - Have the students stand in a line in the middle of the room, between the two sides.
 - Show a picture card and say /r/ /r/ and the word. Have the students repeat.
 - If the word begins with the /r/ sound the students slide to the **Rr** side. If the word doesn't begin with the /r/ sound, the students slide to the not **Rr** side.
- Continue play until all the cards have been read by the teacher and repeated by the students.

Assessment:

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

Closure: 1-2 minutes

- Review each picture card.
 - Teacher: "/r/ /r/ rabbit"; students repeat
 - Teacher: "/r/ /r/ rose"; students repeat

