

Beginning b (page 10)



Materials:

- letter flashcards Aa-Zz
- letter **b** flashcard
- picture cards (bat, ball, bus, dog, hat, bed, banana, bee)
- page 10

Review: 2-3 minutes

- Mix up the letter flashcards and show them to the students one at a time.
 - *Hint:* You should develop a routine when doing this.
 - Teacher: “Letter?” Students: “A.”
 - Teacher: “Sound?” Students: “/a/.”
 - *Hint:* For older children you can also set a timer to see how long it takes them to get through all the letters saying the letter name and sound. You can record this time and let the students try and get a better time each day.

Preview: 5-7 minutes

- Show the **b** 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 cards for the words that begin with the **b** sound and say the name of the picture, emphasizing the **b** sound and have the students repeat
 - Teacher: “/b/ /b/ bat”; students repeat
 - Teacher: “/b/ /b/ ball”; students repeat
 - Teacher: “/b/ /b/ bus”; students repeat
 - Teacher: “/b/ /b/ bed”; students repeat
 - Teacher: “/b/ /b/ banana”; students repeat
 - Teacher: “/b/ /b/ bee”; students repeat

Modeling: 5 minutes

- Show the students a picture card that starts with the **b** sound.
 - Teacher: “/b/ /b/ bat”. Since the word begins with the /b/ sound, make yourself as big as you can.
- Show the students a picture card that doesn't start with the **b** sound.

- Teacher: “/b/ /b/ dog”. Since the word doesn’t begin with the /b/ sound, make yourself as small as you can.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Put students with a partner and review how to make the lowercase **b** with their bodies.
- Play Body Letters
 - Show the students a picture card and say the **b** sound and the word.
 - Teacher: “/b/ /b/ bat”; students repeat
 - If the letter sound matches the picture then the students work with their partners to make a lowercase **b** with their bodies.
 - If the letter sound does not match the picture, then the students sit next to their partner without making a lowercase **b** with their bodies.

Independent Practice: 5-7 minutes

- Explain how to do page 10.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 10 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 10, monitor and give guidance/support/correction/praise, as needed.
- Use page 10 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review each picture card.
 - Teacher: “/b/ /b/ bat”; students repeat
 - Teacher: “/b/ /b/ ball”; students repeat
 - Teacher: “/b/ /b/ bus”; students repeat
 - Teacher: “/b/ /b/ bed”; students repeat
 - Teacher: “/b/ /b/ banana”; students repeat
 - Teacher: “/b/ /b/ bee”; students repeat