

## Beginning Hard c (pages 11-12)



### Materials:

- letter flashcards Aa-Zz
- letter **c** flashcard
- picture cards (cat, cup, cake, camel, car, candle, sun and any other picture cards that do not begin with the hard c sound)
- pages 11-12

### 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 **c** flashcard while saying the letter name and letter sound and have the students repeat
  - Teacher: “C, /k/ /k/ /k/”          Students: “C, /k/ /k/ /k/”
- Show the picture cards for the words that begin with the **c** sound and say the name of the picture, emphasizing the **c** sound and have the students repeat
  - Teacher: “/k/ /k/ cat”; students repeat
  - Teacher: “/k/ /k/ cup”; students repeat
  - Teacher: “/k/ /k/ cake”; students repeat
  - Teacher: “/k/ /k/ camel”; students repeat
  - Teacher: “/k/ /k/ car”; students repeat
  - Teacher: “/k/ /k/ candle”; students repeat

### Modeling: 5 minutes

- Show the students a picture card that starts with the **c** sound.
  - Teacher: “/k/ /k/ cat”. Since the word begins with the /k/ sound, crawl around on the floor.
- Show the students a picture card that doesn’t start with the **c** sound.

- Teacher: “/k/ /k/ sun”. Since the word doesn’t begin with the /k/ sound, sit in your chair.
- Repeat as many times as necessary with different picture cards.

### **Guided Practice:** 5-7 minutes

- Complete page 11 together.
- Show the picture card for cat and have students repeat.
  - Teacher: “/k/ /k/ cat; students repeat
  - Ask if the word begins with the **c** sound.
  - If they say yes then write a lowercase **c** in the air, talking about how it is made with one small curved line
  - Now have the students write the letter **c** in their book as you model writing the letter **c** on a copy of the page that matches their book.
- Do the same steps for the rest of the words on page 11 (cup, cake, camel)
- When you finish writing the letter **c** to complete each word, read them together, emphasizing the beginning **c** sound.

### **Independent Practice:** 5-7 minutes

- Explain how to do page 12.
  - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 12 to each student.

### **Assessment:** (during Independent Practice)

- As the students are completing page 12, monitor and give guidance/ support/correction/praise, as needed.
- Use page 12 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: “/k/ /k/ cat”; students repeat
  - Teacher: “/k/ /k/ cup”; students repeat
  - Teacher: “/k/ /k/ cake”; students repeat
  - Teacher: “/k/ /k/ camel”; students repeat
  - Teacher: “/k/ /k/ car”; students repeat
  - Teacher: “/k/ /k/ candle”; students repeat