

Beginning p (page 17)



Materials:

- letter flashcards Aa-Zz
- letter **p** flashcard
- picture cards (pear, pencil, bee, panda, piano)
- 2 flyswatters
- page 17

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 **p** 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 **p** sound and say the name of the picture, emphasizing the **p** sound and have the students repeat
 - Teacher: “/p/ /p/ pear”; students repeat
 - Teacher: “/p/ /p/ pencil”; students repeat
 - Teacher: “/p/ /p/ panda”; students repeat
 - Teacher: “/p/ /p/ piano”; students repeat

Modeling: 5 minutes

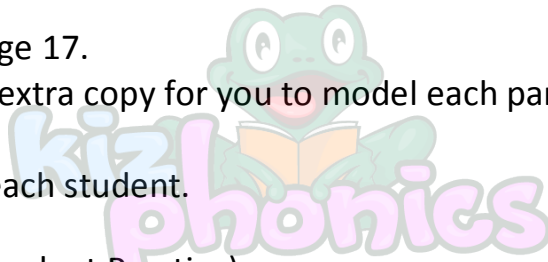
- Show the students a picture card that starts with the **p** sound.
 - Teacher: “/p/ /p/ pear.” Since the word begins with the /p/ sound, pretend to play the piano.
- Show the students a picture card that doesn't start with the **p** sound.
 - Teacher: “/p/ /p/ bee”. Since the word doesn't begin with the /p/ sound, sit quietly.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Spread all the picture cards out from this lesson and any other picture cards on the floor.
- Play Flyswatter Game.
 - Give two students a flyswatter.
 - The students walk around the pictures that are placed on the floor with the flyswatters behind their backs. Make sure they are not walking on the cards, but around them in a circle.
 - Teacher calls out one of the words from the picture cards on the floor. The students search for the card and then hit it with their flyswatters, saying the word as they do.
 - Give the flyswatters to two new students and start again.
- Continue play until all the cards have been swatted or all the students have had a turn.

Independent Practice: 5-7 minutes

- Explain how to do page 17.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 17 to each student.



Assessment: (during Independent Practice)

- As the students are completing page 17, monitor and give guidance/ support/correction/praise, as needed.
- Use page 17 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: “/p/ /p/ pear”; students repeat
 - Teacher: “/p/ /p/ pencil”; students repeat
 - Teacher: “/p/ /p/ panda”; students repeat
 - Teacher: “/p/ /p/ piano”; students repeat