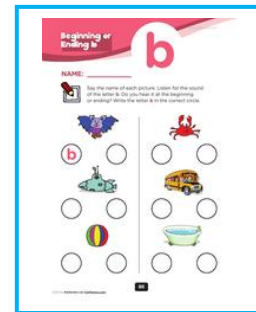


Beginning or Ending b (page 38)

Materials:

- letter flashcards Aa-Zz
- letter **b** flashcard
- picture cards (bat, crab, sub, bus, ball, tub)
- page 38



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/”
- Tell the students today they will be listening to see if the /b/ sound is at the **beginning** of the word or the **end** of the word.

Modeling: 2-3 minutes

- Show the students a picture card that **begins** with the /b/ sound.
 - Teacher: “/b//b/ bat”; students repeat. Since the word **begins** with the /b/ sound, put your hands on top of your head.
- Show the students a picture card that **ends** with the /b/ sound.
 - Teacher: “/b//b/ crab”; students repeat. Since the word **ends** with the /b/ sound, put your hands on your toes.
- Repeat with other picture cards.

Guided Practice: 5-7 minutes

- Play Which Side Game.
 - Label two sides of the room, the **beginning /b/** side and **ending /b/** side.
 - Have the students stand in a line in the middle of the room, between the two sides.
 - Show a picture card and say /b/ /b/ and the word. Have the students repeat.
 - If the word has the /b/ **beginning** sound, the students slide to the **beginning /b/** side. If the word has the /b/ **ending** sound, the students slide to the **ending /b/** side.
- Continue play until all the cards have been read by the teacher and repeated by the students.

Independent Practice: 5-7 minutes

- Explain how to do page 38.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 38 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 38, monitor and give guidance/support/correction/praise, as needed.
- Use page 38 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 and students say **beginning or ending** for where they hear the /b/ sound.
 - Teacher: “/b/ /b/ bat”; students repeat and say beginning
 - Teacher: “/b/ /b/ crab”; students repeat and say ending
 - Teacher: “/b/ /b/ sub”; students repeat and say ending
 - Teacher: “/b/ /b/ bus”; students repeat and say beginning
 - Teacher: “/b/ /b/ ball”; students repeat and say beginning
 - Teacher: “/b/ /b/ tub”; students repeat and say ending