

Twin Endings ll, ss (page 46)



Materials:

- letter flashcards Aa-Zz
- l and s lowercase flashcards
- ll and ss flashcards
- picture cards (ball, bell, dress, kiss, glass, full, doll, pass)
- 2 flyswatters
- page 46

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: 7-10 minutes

- Show the l flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: "L, /l/ /l/ /l/" Students: "L, /l/ /l/ /l/"
- Show the ll flashcard while saying the letter names and letter sound and have the students repeat.
 - Teacher: "ll, /l/ /l/ /l/" Students: "ll, /l/ /l/ /l/"
 - Make sure to point out that even though there are two l's together, they only make one l sound
- Show the picture cards for the words that have the ll ending sound and say the name of the picture, emphasizing the ll ending sound and have the students repeat
 - Teacher: "/l/ /l/ ball"; students repeat
 - Teacher: "/l/ /l/ bell"; students repeat

- Teacher: “/l/ /l/ full”; students repeat
- Teacher: “/l/ /l/ doll”; students repeat
- Repeat the above with the **ss** ending using the words dress, kiss, glass and pass.

Modeling: 5 minutes

- Show the students a picture card that has the **ll** ending sound.
 - Teacher: “/l/ /l/ ball.” Since the word has the /l/ sound, stand straight next to a friend making two letter l’s.
- Show the students a picture card that has the **ss** ending sound.
 - Teacher: “/s/ /s/ dress.” Since the word has the /s/ sound, stand next to a friend while wiggling and bending like two s’s.
- 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 46.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 46 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 46, monitor and give guidance/support/correction/praise, as needed.
- Have the students read the sentences on the bottom of page 46 to you as you walk around and check on their progress.
- Use page 46 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review some picture cards.
 - Teacher: “/l/ /l/ ball”; students repeat
 - Teacher: “/l/ /l/ bell”; students repeat
 - Teacher: “/s/ /s/ dress”; students repeat
 - Teacher: “/s/ /s/ kiss”; students repeat

