

Consonant w (page 26)



Materials:

- letter flashcards Aa-Zz
- letter **w** flashcard
- picture cards (web, watch, wig, water, wet, vet, fan, vest, west and any other picture cards with or without the **w** sound)
- music of your choice
- page 26

Review: 3-5 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.
- You can also play a game to review the letter names and sounds called Around the World.
 - Have one child start and stand behind another child in the group. (The child in back is standing; the child in front is sitting.)
 - They can be sitting at their seats or on the floor, but it is easier if they are in some kind of a circle.
 - Show the two children a flashcard.
 - The first one to say the letter name and sound gets to move on.
 - If it is the child already standing up, they move behind the next person.
 - If it is the child sitting down, they get up and stand behind the next child and the child that was standing sits in that seat.
 - You continue on until someone has made it "around the world," standing behind all the children in the classroom.

Preview: 3-5 minutes

- Show the **w** flashcard while saying the letter name and letter sound and have the students repeat
 - Teacher: "W, /w/ /w/ /w/" Students: "W, /w/ /w/ /w/"

- Show a few picture cards for the words that have the **w** sound and say the name of the picture, emphasizing the **w** sound and have the students repeat
 - Teacher: “/w/ /w/ web”; students repeat
 - Teacher: “/w/ /w/ watch”; students repeat
 - Teacher: “/w/ /w/ wig”; students repeat
- Show the picture cards again and have the students say the words. Then ask them where they hear the /w/ sound.

Modeling: 5 minutes

- Show the students a picture card that has the **w** sound.
 - Teacher: “/w/ /w/ water.” Since the word has the /w/ sound, pretend to drink some water.
- Show the students a picture card that doesn’t have the **w** sound.
 - Teacher: “/w/ /w/ vet.” Since the word doesn’t have the /w/ sound, sit still in your chair.
- Repeat as many times as necessary with different picture cards.

Guided Practice: 5-7 minutes

- Play Musical Picture Cards.
 - Place picture cards in a circle, making sure you have enough cards for each child in your classroom. Use the picture cards from this lesson and other picture cards that do or do not have the /w/ sound.
 - Have each child stand next to a picture card.
 - *Hint:* Make sure you talk about walking next to the picture cards and not on the picture cards.
 - Play music and have the students walk around the circle, next to the different picture cards.
 - When the music stops the students stop next to card they are by. If the card they are by has the /w/ sound, they stay standing up. If the card they are by does not have the /w/ sound, they sit down.
 - Have the students standing up say the picture card they are standing by.
- Continue playing as long as is necessary.

Independent Practice: 5 minutes

- Explain how to do page 26.
 - *Hint:* Have an extra copy for you to model each part prior to giving it to the students.
- Pass out page 26 to each student.

Assessment: (during Independent Practice)

- As the students are completing page 26, monitor and give guidance/support/correction/praise, as needed.
- Use page 26 as a record and be sure to take note of students who may need more practice and/or instruction.

Closure: 1-2 minutes

- Review a few picture cards and ask where they hear the /w/ sound.
 - Teacher: “/w/ /w/ wet”; students repeat, beginning
 - Teacher: “/w/ /w/ water”; students repeat, beginning
 - Teacher: “/w/ /w/ west”; students repeat, beginning

