LESSON 9

Pig Party



Sample

Learning Objectives: *Children will be presented with printed forms of the letter Pp and introduced to its sound /p/. Children will identify words that begin with the /p/ sound.*

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Lesson 9 at a Glance

(ESTIMATED TIME 32 MINUTES)



Materials for Lesson 9

Opening Activity (4 minutes)

- See It! Hear It! Say It! Find It!—Letter recognition, syllable segmenting and blending, beginning sounds

Letter Introduction: Letter Pp (6 minutes)

(Introduce uppercase and lowercase letter Pp using multisensory teaching strategies)

- See It! Hear It! (Visual/Auditory Discovery)
- Do It! Touch It! (Kinesthetic/Tactile Discovery)
- Letter Detective

Read Aloud (6 minutes)

- *If You Give a Pig a Party* by Laura Numeroff

Core Activities (12 minutes)

- **Model and Teach (1 minute)**
  - What's That Picture?—Identify words with the same beginning sound
- **Teacher-Directed Practice (3 minutes)**
  - Beginning Sound Matching Game Pp—Identify words that begin with /p/
- **Teacher-Directed Child Practice (4 minutes)**
  - Pick a Picture: Party Balloon Picture Mats—Identify words that begin with /p/
- **Child Practice (1 minute)**
  - What's the Word?—Onset and rime and initial sound segmenting and blending

Emergent Writing (5 minutes)

- Take-Home Book: My Party Book

Wrap-Up (2 minutes)

- Pop, Pop, Popcorn!
- Review Letter: Pp
- Extension Activity—Alphabet Chant

Reflection

- Quick Check for Lesson 9 Learning Objectives

Family Connections

- Lesson 9 Family Letter
- Letter Pp Bracelet
- Take-Home Book: My Party Book

Lesson 9 Adaptive and Accelerated Strategies for All Learners

Sample

Materials for Lesson 9



Classroom Materials*

Basket, small
Colored Paper
Magnetic Board: 18" x 24" magnetic board or larger (or use a cookie sheet)
Magnetic Clips (to hold chart/cards to the Magnetic Board)
Magnetic Strips
Unlined White Paper
Velcro® Dots
White Glue

*Materials listed may not be used in every lesson but teacher should have them on hand while implementing this curriculum.

In Kit

Alphabet Cards: Letter Pp
Alphabet Mats
Alphabet Poster
Family Letter (see page 19)
Letter Strip Pp: P m P w P s p B p p
Letter Pp Bracelet (see page 20)
Magnetic Letters Pp, Uppercase and Lowercase
Magnifying Glasses (one for each child)
Mirror
Name Pencils (uncut, created in Lesson 1 for each child)
Name Pencil Puzzles (cut into syllables, created in Lesson 1 for each child)
Pointer (use craft stick as pointer, one for each child)
Small Magnetic Whiteboards (one for each child)

Lesson Specific Materials

Beginning Sound Matching Game: Pp includes Lowercase "p" Magnets (four included) and Picture Magnets (pancakes, peas, pencil, pickle, pie, pig, pillow and pizza)
Party Balloon Mats (one for each child)
Picture Cards: (peas, pillow, pickle, pencil, pancake, pig, pizza, pie)
Take-Home Book Cover: My Party Book

To Gather

Basket
Colored Card Stock or Construction Paper
Crayons, Markers, or Pencils
Pipe Cleaners
Read Aloud: *If You Give a Pig a Party* by Laura Numeroff
Stapler (for teacher use only)
Unlined White Paper (one for each child)
White Glue

Things to Do BEFORE You Teach This Lesson

- Gather the Name Pencils and Name Pencil Puzzles created in Lesson 1 for each child.

For the Multisensory Toolkit

- Create one "Pipe Cleaner Pp" for each child to use as a tracing tool. Glue pipe cleaners in the shape of a Pp to colored card stock or construction paper. Allow to dry. If possible, create one for each child.

For Core Activities

- Cut puzzle pieces in Beginning Sound Matching Game into two pieces following the line as a guide.
- Reproduce the Take-Home Book Cover: My Party Book for each child. Staple two sheets of Unlined White Paper to each cover. Make one book for each child.
- Cut out Picture Cards: Pp (peas, pillow, pickle, pencil, pancage, pig, pizza, pie) out.

For Family Connections

- Reproduce the Letter Pp Bracelet page (see page 20) and cut into individual strips.
- Reproduce one Family Letter (see page 19) for each child.

Sample

Opening Activity

"See It! Hear It! Say It! Find It!"



Focus

Children will count the number of syllables in their names. Children will identify some letters in their names. Children will be exposed to the letters of the alphabet and their sounds.

Materials

Alphabet Poster
Magnetic Board
Magnetic Clips
Magnifying Glasses (one for each child)
Name Pencil Puzzles (cut into syllables, created in Lesson 1 for each child)
Pointer (use craft stick as pointer)

What to Do

- Separate Name Pencil Puzzles into syllable pieces and place pieces on the table/floor.
- Invite children to find their Name Pencil Puzzle pieces and put them together.
- Choose a child to place his/her Name Pencil Puzzle on the Magnetic Board.
- Touch and say the child's name together.
  Everyone say: Tommy
- Separate the Name Pencil Puzzle pieces in the child's name.
  Tommy, how many syllables do you have in your name?
- Touch each part as you count and clap the syllables.
  Let's count and clap the syllables in Tommy's name. Tom...my
  One...two syllables
  That's right! Tommy has two syllables in his name.
- Identify the letters in the child's name.
- Encourage the child to touch each letter on the Name Pencil Puzzle. Guide his/her Pointer to touch the correct letter if necessary.
  Let's say the letters in Tommy's name.
  Everyone say: T-o-m-m-y
  Whose name did we spell?
  That's right! Tommy
  Use Name Pencil Puzzles to identify the first letter in the child's name.
- Touch the first letter of the child's name. Emphasize the beginning sound.
  Tommy's name begins with the letter T.
  T makes the /t/ /t/ /t/ sound, like in the words /t/ /t/ tooth and /t/ /t/ tiger.
  Listen: /t/ /t/ Tommy .../t/ /t/ T
  Everyone say: /t/ /t/ Tommy.../t/ /t/ T
- Give the child a Magnifying Glass.
- Invite the child to locate the first letter of his/her name on the Alphabet Poster.
  Now you get to be a Letter Detective. Find the letter /t/ /t/ T on the Alphabet Poster.

Suggested Modifications

- Encourage children to think of words that begin with the same sound as their names.
  Tommy's name begins with the /t/ /t/ /t/ sound. Can you think of another word that begins with /t/ /t/ /t/?

Sample



Letter Pp (Using multisensory teaching strategies)

Focus

Children will be introduced to the name and sound of uppercase and lowercase Pp.

Materials

Alphabet Card Pp
Magnetic Board
Magnetic Clips
Magnetic Letters Pp, Uppercase and Lowercase
Mirror
Multisensory Toolkit: "Pipe Cleaner Pp" (see instructions on page 3 "For the Multisensory Toolkit")
Pointer (use craft stick as pointer)

See It! Hear It! (Visual/Auditory Discovery)

What to Do

- Show the picture side of Alphabet Card Pp. Attach it to the Magnetic Board.
  We are going to learn about a special letter today. Get your ears ready...
- Touch the Alphabet Card.
- Say the name of the picture, the beginning sound, and the letter name.
  Pig begins with /p/ /p/ P.
- Repeat the name of the letter and the sound.
  The letter P makes the /p/ sound.
  Everyone say: /p/ /p/ /p/
- Point to your mouth. Have children look at your mouth as you make the /p/ sound. Model the formation of /p/ with your mouth and describe the action.
  Watch my mouth as I make the /p/ sound. /p/ /p/ /p/
  My lips close tightly, and then they pop open to let the air pop out.
  Give children an opportunity to describe how the mouth moves when they say /p/. Repeat and encourage any and all responses from children.
- If appropriate, have the Mirror available for children to look at their mouths as they make the sound of the letter Pp.
  Now, you make the /p/ /p/ /p/ sound. What does your mouth do when you say /p/ /p/ /p/?
- Guide the discussion as necessary.
  Do your lips close and then pop open?
  Yes, your lips close and then pop open to let the air out.
- Encourage each child to place one hand in front of his/her mouth to feel the air the sound makes.
  Place your hand in front of your mouth as you say /p/ /p/ /p/.
  Can you feel a puff of air pop out when you make the /p/ sound?
- Review the letter name and the sound of Pp.
  The letter P makes the /p/ /p/ /p/ sound.
  Everyone say: /p/ /p/ P

Sample



Letter Pp (Using multisensory teaching strategies, continued)

Do It! Touch It! (Kinesthetic/Tactile Discovery)

What to Do

- Touch the uppercase and lowercase letters Pp on the letter side of the Alphabet Card as you ask children to identify the letter.
  If you think you know this letter, sh[illegible]ut it ou[illegible]
  Children respond: *P*
  That's right! The name of this letter is P.
  Everyone say the name of this l[illegible]er.
  Children respond: *P*
- Touch the uppercase and lowe[illegible]case lett[illegible] Pp on the Alphabet Card.
  I see two letter Pp's. O[illegible]ne is ta[illegible]and [illegible]e dips down lower.

Do It! (Kinesthetic Discovery): Air Writing

NOTE: When modeling how to write the uppercase and lowercase letter Pp in the air, keep your arm straight with your elbow locked. If you are facing the children, you should write the letter backwards so it is represented correctly for the children.

What to Do

Get your writing finger ready.
We are going to write the letter P in the air.

- Describe the uppercase and lowercase letter Pp as you write it in the air.
  The uppercase letter P is tall with a bump on top. Start at the top and make a line down. Go back to the top, curve around to the middle and stop.

  The lowercase letter p looks like the uppercase P, but it dips down lower, and has a small circle on top. Start in the middle and make a line down. Go back to the middle and touch the line. Make a small circle and stop.

Sample



Letter Pp (Using multisensory teaching strategies, continued)

Touch It! (Tactile Discovery): Tracing Letter Shapes

NOTE: Encourage children to touch and feel the shape of the letter. At the same time, have children say the name of the letter and make the letter sound.

What to Do

- Trace a letter P on the table, carpet, whiteboard, or other surface (see Additional Multisensory Activities).
- Have children make the /p/ /p/ /p/ sound as they trace the shape of the letter.
  Now, let's trace the letter P.
  Let's make an uppercase P; everyone say /p/ /p/ /p/ as you make the big P.
  Start at the top and make a line down. Go back to the top, curve around to the middle and stop.

  Let's make a lowercase p; everyone say /p/ /p/ /p/ as you make the small p.
  Start in the middle and make a line down. Go back to the middle and touch the line. Make a small circle and stop.
- Have children touch and identify the uppercase and lowercase Pp.
- Review the letter name and sound.
  Touch the uppercase letter P.
  Touch the lowercase letter p.
  Tell me the name of this letter.
  Children respond: *P*
  Tell me the sound of this letter.
  Children respond: */p/*

Additional Multisensory Activities

Use the Multisensory Toolkit for additional materials to help with tracing or choose one of the suggested activities below:

Touch It! (Tactile Discovery)

- Have children trace the "Pipe Cleaner Pp" as they make the /p/ /p/ /p/ sound.
- Have children use the tip of one finger to trace the letter and then use two fingers to trace the letter. Use the items in your Multisensory Toolkit as tracing materials.

Do It! (Kinesthetic Discovery)

- Have children use Pipe Cleaners to form the letter Pp.
- Have a "P" parade. March around the room looking for items that begin with the letter P.
- Encourage each child to form the letter Pp using his/her body, arms, and legs.

Sample

Letter Detective



Find the Letter Pp

Focus

Children will identify uppercase and lowercase Pp.

Materials

Alphabet Card Pp
Letter Strip Pp
Magnetic Board
Magnetic Clips
Magnifying Glasses (one for each child)
Read Aloud: *If You Give a Pig a Party* by Laura Numeroff
Pointer (use craft stick as pointer)

What to Do

- Place Alphabet Card Pp on the Magnetic Board.
- Display the book, *If You Give a Pig a Party* by Laura Numeroff.
- Place the Pp Letter Strip on the table/floor/Magnetic Board within easy reach of all children in the group.

  P m w P s p B p p

- Review the name and sound of the letter Pp.

  Do you remember the name of the special letter we learned today?
  That's right! Today our special letter is Pp.
  Show me the letter Pp on the Alphabet Card.
  What sound does Pp make? /p/ /p/ /p/
- Direct children's attention to the Letter Strip.
- Give each child an opportunity to find the letter Pp in the Letter Strip using a Magnifying Glass.

Transition

Transition into the Read Aloud using Letter Detective to introduce the book.

- Introduce the book, *If You Give a Pig a Party* by Laura Numeroff.
- Give each child an opportunity to find the letter Pp on the front cover of the book, using a Magnifying Glass.

  The title of our story today is If You Give a Pig a Party.
  Who can find the letter P in the title?
  That's right! You found the letter Pp in the words /p/ /p/ pig and /p/ /p/ party.
- Explain to children that the words "Pig" and "Party" begin with the letter P.

  Pig begins with /p/ /p/ P.
  Everyone say: /p/ /p/ Pig… /p/ /p/ P
  Party begins with /p/ /p/ P.
  Everyone say: /p/ /p/ Party… /p/ /p/ P

Sample

Read Aloud

If You Give a Pig a Party by Laura Numeroff



Vocabulary Word List
street fair, bumper cars, sleepover

Focus

Children will be introduced to concepts of print and develop reading comprehension skills.

Materials

Read Aloud: *If You Give a Pig a Party* by Laura Numeroff

NOTE: Throughout the activity, use your finger to point to the words and model reading from left to right.

What to Do

Before Reading:

- Introduce the book, *If You Give a Pig a Party*.
- Read the title of the story.
- Introduce the author and illustrator.
  What does the author do? He/she writes the words.
  What does the illustrator do? He/she draws the pictures.
- Introduce the front cover, back cover, and spine.
- Make a prediction:
  What do you think is going to happen to the pig in the story?
- Encourage each child to answer.

During Reading:

- Read the story.
- Make predictions throughout the story. Use picture clues to guide discussions.
  What do you think is going to happen next?
- As you read, engage the children in discussion.
  Why do you think you would give a pig a party?
- As you come across vocabulary words in the text, reread the text that contains the unfamiliar word. Provide a brief description of the word. Review these vocabulary words as you read: street fair, bumper cars, sleepover.

After Reading:

- Ask a "connection" question:
  Can you tell me about a party you went to and what you did there?
- Encourage each child to answer.

Sample



What's That Picture?

Focus

Children will identify pictures that have the same beginning sound.

Materials

Alphabet Card Pp
Magnetic Board
Picture Magnets (peas, pillow, pickle, pencil, pancakes, pig, pizza, pie)

What to Do

- Touch the uppercase and lowercase letters Pp on the letter side of the Alphabet Card and have the children identify the letters.
  Everyone say: /p/ /p/ P
  Listen for the sound of /p/ /p/ P when we say the names of the pictures.
- Hold up one of the Picture Magnets beginning with /p/.
- Have children identify the name of the picture.

  Example: pillow
  What is the name of this picture?
  Children respond: *pillow*
- Ask one open-ended question about the Picture Magnet.
  What do you do with it?
  Children respond: *You sleep on it.*
- Encourage children to emphasize the beginning sound of the word.
  Everyone say: /p/ /p/ pillow ... /p/ /p/ P
- Repeat with the remaining Picture Magnets.

Sample

Teacher-Directed Practice



Beginning Sound Matching Game: Pp

Focus

Children will isolate the beginning sound of a word and connect it to the letter associated with that sound.

Materials

Basket
Beginning Sound Matching Game: Pp
Lowercase "p" Magnets (one for each child)
Picture Magnets (peas, pillow, picture, pencil, pancakes, pig, pizza, pie)
Small Magnetic Whiteboards (one for each child)

What to Do

- Give each child a Small Magnetic Whiteboard and a Lowercase "p" Magnet.
- Place the remaining Picture Magnets in the Basket.
- Have children touch or trace the Lowercase "p" Magnets as you review the letter name and sound.
  What is the name of this letter? That's right! P
  What sound does P make? That's right!
  /p/ /p/ /p/
- Invite a child to choose a Picture Magnet from the Basket.
- Have the child say the name of his/her picture.

Example: pig
What is the name of your picture? pig
Everyone say: /p/ /p/ pig

- Give children an opportunity to describe how the mouth moves when they say the beginning sound of the word /p/ /p/ pig. Repeat and encourage any and all responses from the children.
  Everyone say: /p/ /p/ pig
  What does your mouth do first when you say /p/ /p/ pig?
  Do your lips close tightly and then pop open when you say /p/ /p/ pig?
- Encourage each child to place one hand in front of his/her mouth to feel the /p/ /p/ puff of air when he/she says /p/ /p/ pig.
  Put your hand in front of your mouth and say /p/ /p/ pig.
  Can you feel a /p/ /p/ puff of air pop out when you begin to say /p/ /p/ pig?
  Yes! You can feel the air when your mouth pops open to say /p/ /p/ pig.
- Match the Lowercase "p" Magnet to the Picture Magnet (pig).
- Touch the picture of the pig, and then touch the Letter "p" as you review the letter "p" and the beginning sound of the word pig.
  Touch the letter that makes the /p/ /p/ /p/ sound.
  What is the name of this letter?
  That's right! p
  What sound do you hear first when you say /p/ /p/ pig?
  That's right! /p/ /p/ /p/
  Pig begins with /p/ /p/ /p/.
  Everyone say: /p/ /p/ pig.../p/ /p/ P
- Repeat the activity with different Picture Magnets.

Sample



Pick a Picture

Focus

Children will identify pictures that begin with the /p/ sound.

Materials

Alphabet Card Pp
Basket
Magnetic Board
Party Balloon Mats (one for each child)
Picture Cards (peas, pillow, pickle, pencil, pancakes, pig, pizza, pie)

What to Do

- Give each child a Party Balloon Mat.
- Have each child pick two Picture Cards and place them on his/her party balloons.
  Now, it's your turn to pick two pictures to put on your party balloons.
- Have each child say the name of his/her pictures.
  Help the child say the words, emphasizing the /p/ sound each time.

Example: pickle and pig
Teacher: *Tell me the name of your pictures.*
Child responds: *I have a pickle and a pig.*
That's right! You have a /p/ /p/ pickle and a /p/ /p/ pig.
Everyone say: */p/ /p/ pickle*
What sound do you hear first when you say /p/ /p/ pickle?
Teacher and children respond: */p/ /p/ /p/*
That's right! /p/ /p/ pickle begins with /p/ /p/ /p/.

- Repeat with a second picture.
  Everyone say: */p/ /p/ pig*
  What sound do you hear first when you say /p/ /p/ pig?
  Teacher and children respond: */p/ /p/ /p/*
  That's right! /p/ /p/ pig begins with /p/ /p/ /p/.
- Touch the letter P on the Alphabet Card and review the letter name and sound.
  Tell me the name of this letter.
  Teacher and children respond: *P*
  That's right! P
  What sound does P make? /p/ /p/ /p/
- Repeat the activity with each child's pictures.

Suggested Modifications

- Use multisensory strategies to help children isolate the beginning sound of the word.
- Guide the discussion as necessary.
- Ask children to describe the mouth movement when they first begin to say the word.
  Example: *What do your lips do first when you begin to say /p/ /p/ pickle?*
- Have each child place one hand in front of his/her mouth as he/she says the name of the picture.
  Example: *What do you feel on your hand when you say /p/ /p/ pickle?*

Sample



What's the Word?

Focus

Children will combine onset and rime to form a one-syllable word or combine the initial sound with the remaining word parts to form a multisyllable word, using pictures as support.

Materials

Picture Magnets: (peas, pillow, pickle, pencil, pancakes, pig, pizza, pie)

What to Do

- Place Picture Magnets in a basket.
- Choose a Picture Magnet.
- Say the name of the Picture Magnet slowly.
- Do not let children see which Picture Magnet you chose.

  I am going to choose a picture. I will say parts of the word slowly. You will see if you can guess what word I am saying.

  /p/…ig /p/…ig /p/…ig

  Show the Picture Magnet and say the name of the picture immediately after saying, "What's the word?"

  What's the word?

  Pig!

  That's right! When you put /p/…ig together, you get pig.

  Everyone say: pig
- Repeat for each picture.

Suggested Modifications

- Place the pictures on the table facing up.
- Invite children to take turns choosing the picture that matches the word.

Sample

Take-Home Book: My Party Book



Focus

Children will develop knowledge about representing ideas on paper by drawing and writing. Children will develop skills with writing the letter that represents the first sound in words and with writing their names.

Materials

Crayons, Markers or Pencils
Name Pencils, optional (uncut, created in Lesson 1 for each child)
Take-Home Books: My Party Book for each child (see instructions on page 3)

What to Do

Think Aloud

- Begin the writing process by verbalizing ideas about what to write. Discuss characters, events or feelings about previous stories read aloud or past experiences.

  We are going make our own party books.
  Today, we read a story about a pig and a party.
  When I listened to that story, it made me think about a party that I had when I was little.

- Attach a Take-Home Book: My Party Book to the Magnetic Board with a Magnetic Clip.
- Read the front cover of the Take-Home Book: My Party Book.
- Touch each word as you read.

  Let's read the front cover of my Take-Home Book.
  The title of my book is My Party Book, *and I see a picture of a party hat.*

Model Drawing Pictures and Writing Beginning Sounds

- Demonstrate how to put thoughts and ideas onto paper. Model how to draw a picture. Discuss and describe the details as you add them to the picture. Talk about the beginning sounds that you hear in words. Model how to write the letter that makes the beginning sound.
- Model out loud your thinking process.
  Hmmm...I think I will draw a picture of a party.
- Draw a picture of a party. Describe the details as you add to the picture in My Party Book (balloons, cake, friends, and so on).
- Ask for suggestions on what to draw from the children.
  What could I draw in my picture that would make it look like a party?
  What else could I draw at my party?
- Review a word from the picture and talk about its beginning sound. Model how to write the first sound that they hear.
- Write the letter P.
  Party begins with the /p/ /p/ /p/.
  /p/ /p/ party... /p/ /p/ P
  I'm going to write the letter /p/ /p/ P next to my party, because /p/ /p/ party begins with the letter P.

Sample



Take-Home Book: My Party Book (continued)

Brainstorm

- Engage children in discussions to help them brainstorm ideas of topics they can write about.
- Acknowledge the child's choice.

NOTE: The picture does not have to be about a party or begin with the letter P.

Susie, what are you going to draw?
Susie is going to draw a pony party. /p/ /p/ party and /p/ /p/ pony both begin with the letter /p/ /p/ P.

Independent Writing

As children work independently, encourage conversation about their drawings. Talk about the beginning sounds they hear in words and pictures.

- Give each child his/her own Take-Home Book: My Party Book and a choice of Crayons, Markers, or Pencils.
- Ask each child what he/she is going to write or draw on his/her paper.
- Encourage the children to add details to their pictures.
- Acknowledge and praise all attempts the child makes at drawing and writing.

Susie can write the letter P on her paper for /p/ /p/ party!
Susie's friends are going to come to the party. Susie, you can draw a picture of your friends at the party!

- Encourage children to write their names on the front covers of the Take-Home Book: My Party Book.
- Have Name Pencils available for children to reference as they write their names.

Author's Chair

Let each child share his/her writing with others in the group. Encourage conversation among children. Have children ask questions or make comments about each other's writing. Encourage children to feel comfortable sharing their work with the others in the group.

NOTE: You will need to model how this looks to the child sharing his/her writing, as well as to the children who will be listening. The first few times, they may not know how to ask questions or make comments about someone else's work. Model and demonstrate a positive way to communicate. Children will often follow your cues, asking the same questions you asked, or making the same comments you made.

Example:
Can you read your story to your friends?
Tell us about your picture.
You wrote the words on your paper!
Would anyone like to ask Janeisha a question or say something about her story/picture?

Sample

Pop, Pop, Popcorn!



Focus

Children will be exposed to the letters of the alphabet and their sounds.

Materials

Alphabet Card Pp
Letter Strip Pp
Magnetic Board
Magnetic Clips
Pointer (use craft stick as pointer)

What to Do

We learned about a special letter today. Get your ears ready.

- Hold up Alphabet Card Pp.
- Talk to the children about the letter Pp and review the sound it makes.
- Sing the "Letter Song" (to the tune of "If You're Happy and You Know It")

If you think you know this letter say its name!
Teacher and children shout: *P*
If you think you know this letter say its name!
Teacher and children shout: *P*
If you think you know this letter then tell it to a friend!
Teacher and children shout: *P*
If you think you know this letter make its sound!
Teacher and children shout: */p/*
What is the name of this letter?
Children respond: *P*
What sound does the letter P make?
Children respond: */p/*
Pig begins with /p/ /p/ P.

- Place the Letter Strip Pp and Alphabet Card Pp on the Magnetic Board.

P m P w P s p B p p

- Have children sit or stand where they can easily see the letters on the Letter Strip.

Now, we're going to play a fun game. I'm going to point to some letters. When you see me touch the letter P, I want you to say, "Pop, Pop, Popcorn!" and pop in the air like popcorn.

- Touch the first letter on the Letter Strip (P).

Is this a /p/ /p/ P?

- Touch the uppercase letter P on the Alphabet Card and then back to the P on the Letter Strip.

Yes! This is a /p/ /p/ P! Let's say pop, pop, popcorn as we pop up like popcorn!

- Touch the next letter on the Letter Strip (m).

Is this a /p/ /p/ P?

- Touch the uppercase letter P on the Alphabet Card and then back to the (m) on the Letter Strip.

No, that's not a /p/ /p/ P! That's an /mmm/ /mmm/ M!

- Continue with all of the letters on the Letter Strip.

Sample

Extension Activity



Alphabet Chant

Focus

Children will be exposed to the letters of the alphabet and their sounds.

Materials

Alphabet Cards or Alphabet Poster
Pointer (use craft stick as pointer)
Optional: Alphabet Mat and a Pointer for each child

What to Do

- Do the Alphabet Chant with the children.
- Use the Alphabet Poster or the picture side of the Alphabet Cards to show each letter as you say the Alphabet Chant.
- Touch the letter on the Alphabet Card or Alphabet Poster and then say the name of the letter (A).
- Touch the picture on the Alphabet Card or Alphabet Poster and say the name of the picture (isolate and repeat the beginning sound of the picture two times, /a/ /a/ apple).
- Touch the letter on the Alphabet Card or Alphabet Poster (isolate and repeat the sound of the letter two times, /a/ /a/ A).
- Invite children to echo the chant as you point to your mouth and say:
  "Watch my mouth and say it with me."

Example: Letter Aa
Teacher says: A… /a/ /a/ apple … /a/ /a/ A
Children echo: /a/ /a/ apple … /a/ /a/ A

Example: Letter Bb
Teacher says: B… /b/ /b/ bear … /b/ /b/ B
Children echo: /b/ /b/ bear … /b/ /b/ B

Example: Letter Cc
Teacher says: C… /k/ /k/ cat…/k/ /k/ C
Children echo: /k/ /k/ cat… /k/ /k/ C

- Repeat with each letter of the alphabet.

Suggested Modification

- Provide an Alphabet Mat and a Pointer for each child to use. Invite children to touch the letters on the Alphabet Mat as they listen and say the Alphabet Chant.

Sample

Reflection



Acknowledge children for their hard work.

- Remind children that today:

  We learned about the letter Pp and the sound it makes: /p/ /p/ /p/

  We listened for words that begin with the sou /p/ /p/ /p/, like /p/ /p/ pig, /p/ /p/ pickle and /p/ /p/ pillow.

  We wrote our very own Take-Home Boo

  We put the beginning and end ng of a ord together to make a new word

- Ask children to blend the onset and ime of a word.
  Example: *Listen /p/...*
  What's the word Pig!
- Provide specific positive feedback to the children.
  For example, you might say:
  "Jose you put parts of the word together and mad the ord pig!"

Quick Check for Lesson 9 Learning Objectives

- Children have learned to identify the letter Pp and can make its sound /p/.
- Children listen for the /p/ sound at the beginning of a word and identify words that begin with the /p/ sound.

Sample

Family Connections

Materials

Lesson 9 Family Letter (see page 21)
Letter Pp Bracelet (see page 22)
Take-Home Books: My Party Book

What to Do

At the end of the lesson, give each child a Family Letter (see page 21), his/her "My Party Book," and a Letter Pp Bracelet to take home.



Family Letter to

What We Did Today!

Early Literacy Lesson 9 Pig Party!
Listening for Beginning Sounds

Dear Family,

Today, your child learned about the letter Pp and the beginning sound "p." We read the book, *If You Give a Pig a Party* by Laura Numeroff. Your child made his/her very own My Party Book.

Ask your child to tell you about the letter Pp and the sound it makes. Ask your child to show you his/her Party Book and to tell you about what he/she wrote and drew. Encourage your child's attempts at writing and drawing.

Talk about words that begin with the "p" sound, like *party, pancakes, peanut,* and *pickle*. Look for items in your house that begin with Pp.

Focus Letter: Pp

Sample

Lesson 9 Strategies



Adaptive and Accelerated Strategies for All Learners

Adaptive Strategy

Provide an opportunity for children to express themselves by retelling a known story.

What to Do

- Set up a story-telling center. Have books available that have been read to the children during group or circle time.
- Children can work in pairs or small groups to retell a story that they have experienced.
- The "reader" can point to the pictures and tell the others about the story based on the pictures.
- Encourage turn-taking for shy or non-expressive children.

Accelerated Strategy

Engage in a variation of the Name Activity for children who can recite their names without visual cues.

What to Do

- A child stands with his/her Name Pencil displayed behind him/her.
- Another child stands by the Name Pencil.
- The first child calls out the first letter in his/her name.
- The standing child points to the letter that has been called out.
- All children in the group call out the letter, strengthening listening skills and letter knowledge.
- Children can come forward in pairs to repeat the exercise using other names in the group.

Sample

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Talk about words that begin with the "p" sound, like *party, pancakes, peanut,* and *pickle*. Look for items in your house that begin with Pp.

Focus Letter: Pp

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Focus Letter: Pp

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Sample

Pp  Pp  Pp 

Pp  Pp  Pp 

Pp  Pp  Pp 

Pp  Pp  Pp 

Pp  Pp  Pp 

Pp  Pp  Pp 

Sample

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My Party Book



Sample

by _____

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THE COMPLETE PROGRAM FOR EARLY LITERACY SUCCESS

Sample