

LESSON

9

Pig Party

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.

LEVEL ONE



Lesson 9

At a Glance



ESTIMATED TIME
32 MINUTES



Materials 3

Opening Activity 4 

- See It! Hear It! Say It! Find It!

4 MIN

Letter Introduction 5 

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

6 MIN

Read Aloud 9 

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

6 MIN

Connections 10 

- **Model and Teach** (1 min)
 - What's the picture?
- **Teacher-Directed Practice** (3 min)
 - Beginning Sound Matching Game: Pp
- **Teacher-Directed Child Practice** (4 min)
 - Pick a Picture
- **Child Practice** (1 min)
 - What's the Word?

9 MIN

Emergent Writing 14 

- My Party Book

5 MIN

Wrap-Up 16 

- Pop, Pop, Popcorn!

2 MIN

Alphabet Chant

Reflection 18

Family Connections 19

Materials to Take Home

Family Letter, Letter Pp Bracelet, and Take-Home Book: *My Party Book*

Modifications 20

- Adaptive and Accelerated Strategies

Reproducibles 21

- Family Letter
- Letter Pp Bracelet
- Take-Home Book Cover: *My Party Book*



Materials

Classroom Materials

- Basket, small
- Colored card stock or construction paper
- Crayons, markers, or pencils
- 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
- Stapler (for teacher use only)
- Unlined white paper (one for each child)
- Velcro® Dots
- White glue

In Kit

- Alphabet Card Pp
- Alphabet Mats
- Alphabet Poster
- Magnetic letters Pp, uppercase and lowercase
- Magnifying glasses (one for each child)
- Mirror
- Name Pencils (uncut, created in Lesson 1 for each child and approximately four name pencils of children who are not in the group)

- Name Pencil Puzzles (cut into syllables, created in Lesson 1 for each child)
- Pointer or craft stick (one for each child)
- Read Aloud: *If You Give a Pig a Party*
- Small magnetic whiteboards (one for each child)

Lesson-Specific Materials

- Beginning Sound Matching Game
 - Lowercase "p" magnets (included)
 - Picture Magnet (pancake, peas, pencil, pickle, pie, pig, pillow and pizza)
- Family Letter (see page 21)
- Letter Pp Bracelet (see page 22)
- Letter Strip Pp
- Pipe Balloon Mats (one for each child)
- Picture Cards (pancakes, peas, pencil, pickle, pie, pig, pillow and pizza)
- Take-Home Book Cover: *My Party Book*

THINGS TO DO BEFORE YOU TEACH THIS LESSON

For Opening Activity

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

For Letter Introduction

- 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

- Reproduce the Take-Home Book Cover: *My Party Book* (see page 23) for each child. Staple two sheets of unlined white paper to each cover. Make one book for each child.
- Cut out Picture Cards: pancakes, peas, pencil, pickle, pie, pig, pillow, pizza.

For Family Connections

- Reproduce one Family Letter (see page 21) for each child.
- Reproduce the Letter Pp Bracelet page (see page 22) and cut into individual strips.



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.
Tommy counts and clap the syllables in Tommy's name: Tom-m-y.
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/?

Letter Introduction

LEVEL ONE | LESSON 9

Letter Pp



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
- “Pipe Cleaner Pp” (see instructions on page 3, Things to Do Before You Teach This Lesson)
- 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. Let your ears rest!
- Touch the Alphabet Card.
Say the name of the picture, the beginning sound, and the letter name.
My lips close 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.*



Letter Pp



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

What to Do

- Touch the uppercase and lowercase letter Pp on the letter side of the Alphabet Card as you ask the children to identify each letter.

If you think you know this letter, shout it out!

Children respond: *P*

*That's right! The name of this letter is P.
Everyone say the name of this letter.*

Children respond: *P*

- Touch the uppercase and lowercase letter Pp on the Alphabet Card.

I see two letter Pp's. One is tall and one dips down lower.

Air Writing

DO IT! (KINESTHETIC DISCOVERY)

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 modeled correctly for the children.

What to Do

Let's all stand up and get our writing fingers ready!

We are going to write the letter P in the air.

- Describe the uppercase and lowercase letter Pp as you write 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.

Tracing Letter Shapes

TOUCH IT! (TACTILE DISCOVERY)

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 Pp 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 the 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/*

Letter Introduction

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Letter Pp



Additional Multisensory Activities

Use the Manipulatives Kit 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 Manipulatives Kit 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 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*
- Pointer (use craft stick as pointer)



Letter Detective

What to Do

- Place Alphabet Card Pp on the magnetic board.
- Display the book *If You Give a Pig a Party*.
- Place the Letter Strip Pp on the table/floor/magnetic board within easy reach of all children in the group.
- **P**ig ... **p**ig ... **P**ig ... **p**ig
- Review the name and sound of 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 activity using Letter Detective to introduce the book.

- Introduce the book, *If You Give a Pig a Party*.
- 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.



Read Aloud

If You Give a Pig a Party

by Laura Numeroff

Focus

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

Materials

- Read Aloud: *If You Give a Pig a Party*

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

VOCABULARY WORD LIST

street fair, bumper cars, sleepover

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? How does she write 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.

On this page it says, "She'll want you to take her on the bumper cars." Do you know what bumper cars are? Bumper cars are small electric vehicles that have rubber all around

the bottom. Sometimes you will see them at a fair or amusement park. When bumper cars bump into each other, the cars bounce off of each other.

AFTER READING

- Ask "recall" questions:

In the story, the pig decorated for a party. Do you remember some of the items she used to decorate?

Can you remember some of the fun things that the pig did with her friends in this book?

- Ask a "connection" question:

Can you tell me about a party you went to and what you did there?

- Encourage each child to answer.



Model and Teach

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's That Picture?

What to Do

- Touch the uppercase and lowercase letter Pp on the letter side of the Alphabet Card and have the children identify the sound.

Everyone say: /p/ /p/ P.

Listen for the sound of /p/ /p/ P when we say the names of the picture magnets.

- 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.



Core Activities

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Teacher-Directed Practice

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, pickle, pencil, pancakes, pig, pizza, pie)
- Small magnetic whiteboards (one for each child)

Beginning Sound Matching Game: Pp

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 it make? That’s right! /p/ /p/ /p/.
- Invite children 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.



Core Activities

LEVEL ONE | LESSON 9

Teacher-Directed Child Practice

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)

Pick a Picture

What to Do

- Give each child a Party Balloon Mat.
- Have each child pick two Picture Cards and place them on his/her party balloon.

Now, it is your turn to pick two pictures to place 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: pickles and pig

Teacher: *Tell me the name of your pictures.*

Children respond: *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?*



Core Activities

Child Practice

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's the Word?

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 say if you can guess what word I am saying.

Listen: /p/ ... /ɪg/ ... /ɪg/.

- 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.



Emergent Writing

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 to make our own party books. Today, we read a story about 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 the magnetic clip.
- Read the front cover of the Take-Home Book: *My Party Book*.
- Touch each word as you read.

I've 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.

TEACHER MODELING

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/ /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.

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.



Emergent Writing

My Party Book

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.

Example:

Cooper, I love your handwriting today. Can you share your story with your friends?

Tell us about your picture.

Will you tell us about the letters and words that you wrote?

Would anyone like to comment on Cooper's writing or ask him a question about his writing?



Wrap-Up

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 a special letter today. Get your ears ready ...

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

LETTER SONG

sung 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.

m P w P s p B p p

- Have the 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.



Wrap-Up

Alphabet Chant

Optional Extension

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 and say the name of the letter (isolate and repeat the sound of the letter two times, /a/ /a/ A).
- Invite children to join the chant as you point to your mouth and say:

Touch 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.



What to Do

- Acknowledge the children for their hard work.
- Remind the 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 sound /p/ /p/ /p/, like /p/ /p/ pig, /p/ /p/ pickle, and /p/ /p/ pillow.

We wrote our very own Take-Home Books.

We put the beginning and ending of a word together to make a new word.

- Ask children to blend the onset and rime of a word.

Example: *Listen. /p/ ... ig.*

What's the word? Pig!

- Provide specific positive feedback to the children.

José, you put the parts of the word together and made the word pig!

Quick Check

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.





Materials to Take Home

Materials

At the end of the lesson, give each child to take home:

- Lesson 9 Family Letter (see page 21)
- Letter Pp Bracelet (see page 22)
- Take-Home Book: *My Party Book* (see page 23)

 **What We Did This Week**

Early Literacy Lesson 9: Pig Party!
Listening for Beginning Sounds

Dear Family,

This week, your child learned about the letter Pp and the beginning sound "p". We read the book, *You Gave 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

My Party Book



by _____

Pp  Pp  Pp 

What to Do

- Congratulate children on completing a lesson.
We did it! We made it to the end of our lesson!
- Introduce take-home materials and encourage children to independently take materials to their cubby.

You know what comes next. It's time for me to give you items to take home today. The first is this letter that will go home to your family. The letter tells them what we have been learning. You also get to take your Party Book home to show your family your wonderful drawings and writing.

Take this letter and your book and place them in your cubby to give to your family when they pick you up tomorrow. When come back here for your letter bracelet.

- Provide positive feedback, give each child a letter bracelet, and close the lesson.

You did it, you put your letter away so nicely in your cubby! I have a letter bracelet for you to wear and remember the letter we have been reviewing this week. I see the letter Pp. I'm putting the bracelet on your wrist and stapling it together, so it doesn't fall off. Make sure you share this with your family when you get home today!

Thanks for learning with me!



Modifications

Adaptive and Accelerated Strategies

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 other about the story based on the pictures.
- Encourage turn-taking for shy or non-expressing 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.



What We Did This Week

Early Literacy Lesson 9: Pig Party

Listening for Beginning Sounds

Dear Family,

This week, 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



What We Did This Week

Early Literacy Lesson 9: Pig Party

Listening for Beginning Sounds

Dear Family,

This week, 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

Pp



Pp



Pp



Pp



Pp



Pp



Pp



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Pp



Pp



Pp



Pp



My Party Book



by _____

SAMPLE

Nemours Children's Reading BrightStart!

The Complete Program
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LEVEL ONE

