

Date: _____


Letter *L*/ Introduction


PLAN

Component: Phonics

Instructional Activity: Introducing the Letter *L*

Materials Needed: *L* sound-spelling card, previously taught cards

 **Approximate Time:**
10 minutes

 **Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

We're going to learn a new letter. Knowing the name, sound, and spelling of each letter will help you read and write words.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review letters previously taught.

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Demonstrate. Teach the new skill, model with clear explanations, verbalize your thinking process.

Display or hold the sound-spelling card for *Ll*.

- Point to the letter at the top of the card. **The name of this letter is Ll.**
- Point to the picture. **The sound this letter makes is /lll/, as in lion.**
- **The sound /lll/ can be held a long time. Listen: /lll/.** Hold the sound for 2-3 seconds.
- Point to the spelling pattern at the bottom of the card. **/lll/ is spelled l.** If I'm writing a word, and I hear the sound /lll/ in it, I will write the letter *l*. **The spelling for /lll/ is l.**
- **The name of the letter is Ll. The sound the letter makes is /lll/. The spelling for /lll/ is l. Remember, /lll/ is a sound that can be held.**



I DO IT!

If students need support with:	Then try this:											
Sound production/identification <i>Allow them to use handheld mirrors with the lesson, if available.</i>	<table border="1"> <thead> <tr> <th>Sound</th> <th>Where</th> <th>What</th> <th>How</th> </tr> </thead> <tbody> <tr> <td>/lll/</td> <td>Tongue behind the top teeth</td> <td>Tongue</td> <td>Voice on</td> </tr> </tbody> </table>	Sound	Where	What	How	/lll/	Tongue behind the top teeth	Tongue	Voice on			
Sound	Where	What	How									
/lll/	Tongue behind the top teeth	Tongue	Voice on									
<p>Students may benefit from understanding how and where a letter-sound is made. Teaching the shape of the mouth, the articulators (the parts of the mouth that block the flow of air when making sounds), and the voice can aid in correct pronunciation of each sound. Here's a sample:</p> <p>The name of this letter is Ll. The sound it makes is /lll/. The spelling for /lll/ is l. Remember, /lll/ is a sound that can be held.</p> <p>When I make the sound /lll/, my mouth looks like this. Model the shape of your mouth as you make the sound /lll/. Can you make your mouth look like mine? If possible, let students use handheld mirrors to check the shape of the mouth.</p> <p>When I make the sound /lll/, I am touching the tip of my tongue to the ridge behind my top teeth. I keep my tongue there, and with air going out the sides of my tongue, I blow air out and say /lll/. Can you feel your tongue behind your teeth when you make the sound /lll/? Again, let students use handheld mirrors, if available.</p> <p>When I make the sound /lll/, my voice is on. I use my voice to make the sound /lll/. If I put my hand on my throat when I make the sound /lll/, I can feel a vibration. Put your hand on your throat and say the sound /lll/. Do you feel a vibration?</p>												

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WE DO IT!

Provide guided practice.

Let's try it together! I will say the steps as you do them. Show students the sound-spelling card for *L*.

The name of the letter is *L*. **Name?** Students respond with letter name: *L*.

The sound the letter makes is /lll/. **Sound?** Students respond with letter sound: /lll/.

The spelling for /lll/ is *l*. **Spelling?** Students respond with the spelling: *l*.

Review 1-2 times, if needed: **Name? Sound? Spelling?**

YOU DO IT!

Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

Name? Student responds with letter name.

Sound? Student responds with letter sound.

Spelling? Student responds with letter name.

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Now we know that the name of the letter is *L*. The sound the letter makes is /lll/, and the spelling for /lll/ is *l*.

OR: Now we know that when we want to write the sound /lll/, we can use the letter *l*.

Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around.

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ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

Teacher Tip: As students learn more and more letter sounds, you can begin or end the session with a lightning round of sounds, where you flash students the sound-spelling cards and students make the sounds as quickly as possible.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who show mastery of letter-sound correspondences, work toward automaticity in blending words with two or more sounds using known graphemes.