

# Unit 2: Lesson 10: Letra L

## Lesson Skills

- Identify upper and lower case L.
- Combine and segment consonant and vowel sounds in a syllable with L.
- Identify initial and final syllable in a word.
- Decode and understand complete sentences written with open syllables.

## COMMON CORE STANDARDS

[CCSS.SLA-LITERACY.RF.K.1.D](#)

[CCSS.SLA-LITERACY.RF.K.2.C](#)

[CCSS.SLA-LITERACY.RF.K.2.F](#)

[CCSS.SLA-LITERACY.RF.K.4](#)

## Resources

- Book 10: Mamá Lee
- Letra L Posters and Cards
- Syllabic Train Posters
- Letra L worksheets
- Letra L student online activities
- Read Aloud: Lola y Lupita

## Introduction to Letter L

### Presenting to Students

- ⇒ Show students poster P.1 and tell students they are going to be learning about letter L. Words in the poster: luna, león libro, lata, lobo. Have students think of any other words that start with L. Other L words learned in this lesson are: lápiz, leo, lee, limón.
- ⇒ Recognize students whose names start with L.



Poster P.1

## Phonemic Awareness Activities

### Initial Sound Recognition

- ⇒ Pick up a book that students in your class enjoy. Give all students a paddle, small whiteboard or piece of paper with the letter L. Tell students that they are going to listen to a story and to raise their paddles when they hear letter L. Read the story slowly, pause or stress the sound when you say a word that starts with "L". Celebrate students participation.

## Phonemic Awareness Activities

### Listening Activities: Initial Sound Recognition

- ⇒ Put images from P1 around the classroom (or you can use cards C.1). Say the words from the poster and have students move around to touch the right picture. If you rather have students sit in a circle or at their table, have students raise a pencil above their heads if they hear a word that starts with an L.
- ⇒ These are some words you can use for this activity: luna, taco, pato, lobo, piña, mesa, lata, pino, mano, avión, libro, limón, tomate, leo, taza, muñeca.

In this lesson, students start using article “la” in sentences. However, we will wait to introduce article “el”, as it is a closed/reversed syllable. If you are creating your own sentences, we recommend using “mi”, and then “su” and “ese” after the next lesson.

### Listening Activities: Initial vs Final syllable

- ⇒ Students recognize syllables with “L” in the initial syllable and in the final syllable.

#### ¿Dónde está la “L”?

- ◇ Put the posters for 2 syllable words on the board. Explain that sometimes the syllable with “L” will be the initial syllable, the blue wagon. Sometimes it will be the final syllable, the green wagon. Give some examples. 1. lu-na 2. pa-la. There is no need to write the words yet, students can listen and identify the sounds of the first and second syllable. Have students point or stand by the correct poster.



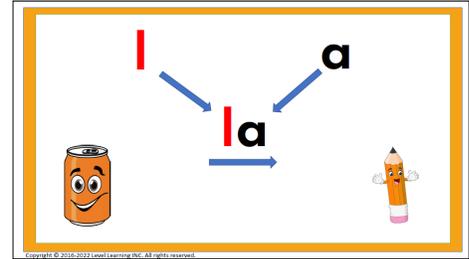
Syllabic Train Set Posters

- ◇ Use the 3 syllable posters to practice previously learned 3 syllable words, such as tomato. Where is the syllable “ma”?

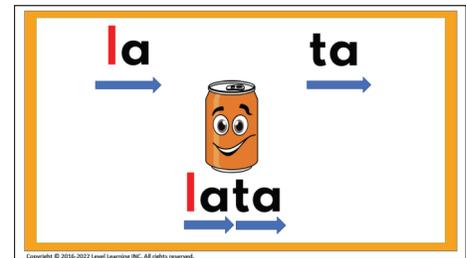
# Reading

## Blending Sounds into Syllables

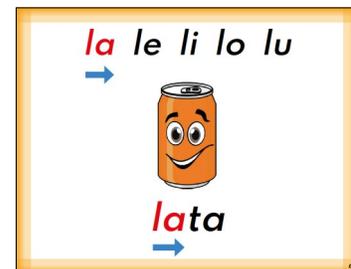
- ⇒ Use the blending posters to introduce the combination of letter L and the 5 vowels.
- ⇒ Teacher says: “La ele (touch letter L) con la a (touch letter a), hace /la/ (slide your finger following the arrow while you say “la”) ¿Qué empieza con /la/? Teacher points at the images of “lata” and “lápiz” (Posters P.2).
- ⇒ Move to poster P.3. This is a decodable word of this lesson: Lata. Slide your finger under each syllable while you have the whole class read with you. Then do it again with the complete word.
- ⇒ Other decodable words with “l”: leo, tela, pala, lee, pelota, palo.
- ⇒ **Read** Book 10 “Mamá lee” to introduce all vocabulary words. Remember that most vocab words will contain letters students have not learned yet and are not expected to decode. Just point at the syllable with “L”, and read the whole word for them.
- ⇒ Spend a minute on the title, as it is fully decodable. Using your sliding finger, say the syllables slowly or have students attempt to read it.
- ⇒ This book has some words that were not introduced in the first poster. Practice these words with your students before giving them any worksheets to practice letter t (lápiz, libro, leo).
- ⇒ **Online reading:** Students read the book “Mamá lee” on their tablets.



Posters P.2



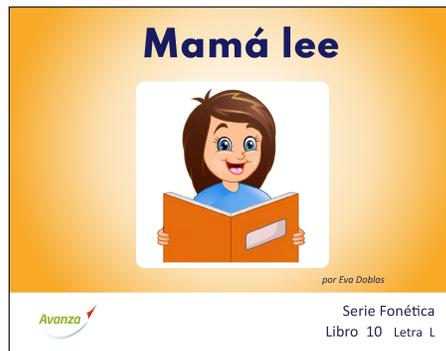
Poster P.3



Book 10



Book 10



# Reading

## Online Interactive Reading Activities

**1. Beginning Sound (l)** . Students hear “¿Qué palabra empieza por “L”?”. Students click on each picture to hear the word and select the right one.

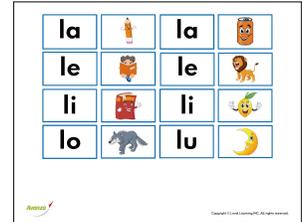
**2. Blend consonant and Vowel.** Students combine letter l and a vowel to make a syllable.

**3. Final Syllable.** Students identify the image of the word that ends with the syllable. Students can click on the image to hear the word.

**4 End Syllable.** Students identify the image of the Word that ends with an “l” syllable. Students can click on the image to hear the word.

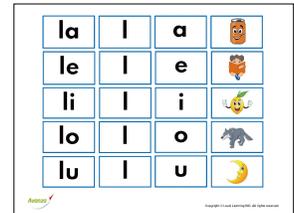
## Center Reading Activities

⇒ 1. Connect Syllable cards with images.



Activity cards C.1

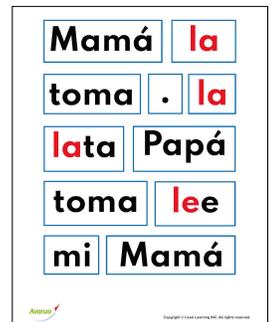
⇒ 2. Connect individual letter cards with syllable cards.



Activity cards C.2

⇒ 3. C.3 contains all the words for all 4 sentences in the book. Cut the cards and pair up students with a set (for one sentence or all the sentences). Have students look at the sentences in the book and find each word to **make the sentences** on their table.

⇒ 4. **Order the cards** to make complete sentences. Have only the cards for one sentence in a ziploc bag and have the students order the words to make the sentence.



Activity cards C.3

⇒ 5. Have students **cut the words**, glue them **in order** and **draw** a picture about the sentence.

## Writing

### Tracing Activities

#### Creating the shape of the letter "L"

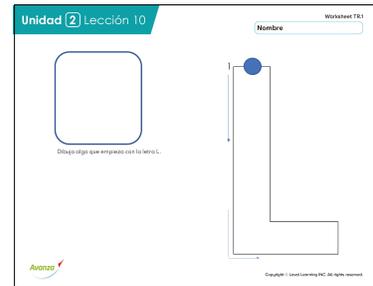
- ⇒ **Model how to trace letter L.** Mark a point on the board. Show them the "ground" line (el suelo), the top line (el cielo), and the middle line. Show students where to start letter "L". Have them always start on the blue dot. Show them the direction of the pencil, down to the floor. Then to the right. "Punto azul hasta el suelo. Y a la derecha". Students practice tracing by starting on the blue dot following the arrows.
- ⇒ **Hands on "L".** Students create the letter L with playdoh, sand, flour, and/or any other tactile material. You can use TR.1 and TR.2 (inside a clear sheet protector) as board guides for their work.
- ⇒ **Body L.** Pair up students. Have students create an L between 2 students.

#### Tracing lower case l and upper case L

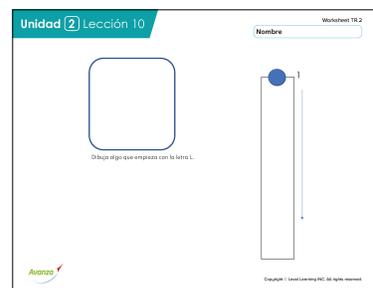
- ⇒ Students practice tracing "L" following the dot and arrow instructions in the tracing worksheets. Students think of a word that starts with L and draw the word in the box (Worksheets TR.1 and TR.2).
- ⇒ **Writing syllables.** Students practice writing syllables with L in both lower and upper case (Worksheets TR.3 and TR.4).

#### Differentiation

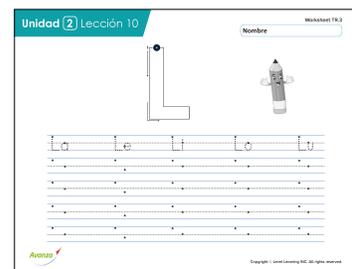
- ⇒ For students struggling with pencil control, use some of the graphomotricity worksheets available in the platform.



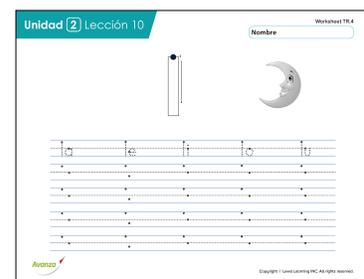
Worksheet TR.1



Worksheet TR.2



Worksheet TR.3



Worksheet TR.4

# Reading-Writing

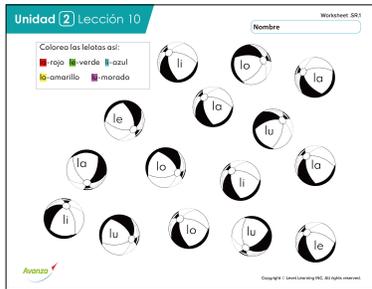
## Syllable Recognition

Students complete syllable recognition worksheets 1-3.

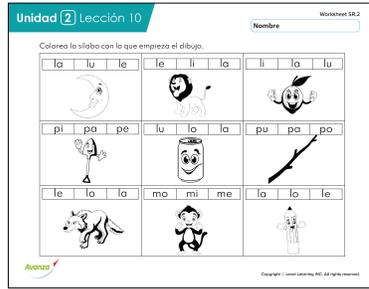
SR-1: Students color the balls following the instructions.

SR-2: Students select the syllable that starts the word in the picture. Words: luna león, piña, pala, lata, palo, lobo, mono, lápiz.

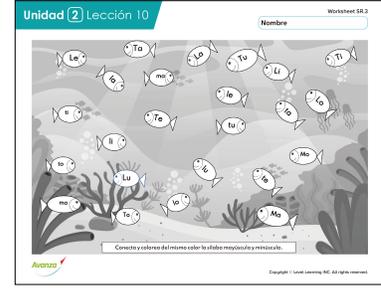
SR-3: Students connect the lower case and corresponding upper case syllables and color the fish using the same color for the connected syllables.



Worksheet .SR.1



Worksheet SR.2



Worksheet SR.3

## Writing Syllables, Words and Sentences

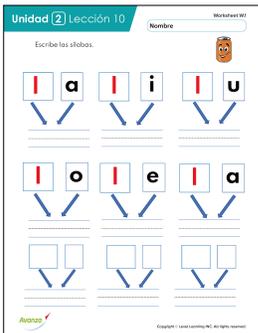
Students complete writing worksheets 1-4.

W.1: Students write the syllables by blending L with the vowel.

W.2: Students write the missing syllable. Words: luna, león, limón, pala, lata, palo, lobo, mono, lápiz.

W.3: Students trace and write the words.

W.4: Students write a full sentence from the book. First tracing over, then independently. Next, connect sentence with the correct image.



Worksheet W.1



Worksheet W.2



Worksheet W.3



Worksheet W.4