

Unit 2: Lesson 7: Letra P

Lesson Skills

- Identify upper and lower case p.
- Combine and segment consonant and vowel sounds in a syllable with p.
- Combine two syllables to form familiar words.
- Recognize and produce words that rhyme.

COMMON CORE STANDARDS

CCSS.SLA-LITERACY.RF.K.1.D
CCSS.SLA-LITERACY.RF.K.2.A
CCSS.SLA-LITERACY.RF.K.2.C
CCSS.SLA-LITERACY.RF.K.2.F
CCSS.SLA-LITERACY.RF.K.3.D
CCSS.SLA-LITERACY.RF.K.3.G

Resources

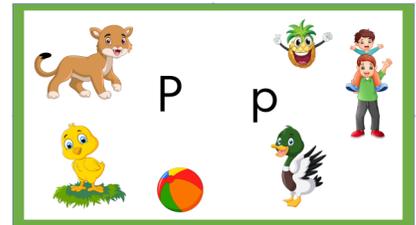
- Book 7: Mi puma
- Letra P Posters and Cards
- Letra P worksheets
- Letra P student online activities
- Read Aloud: El mapa de mi papá

Introduction to Letter P

Presenting to Students. The mystery letter P

⇒ Present the students with a small bag or box and tell them there is a mysterious object inside. It starts with the sound /p/ (some options could be papel, pelota, pato or pez). Students can think of words they know with the letter p and try to guess what's inside. Write down their guesses on the board, and highlight the letter p as you pronounce the word. Then show them the item.

⇒ Show this poster to students. In a dual language/immersion setting, students may not know all the words in this picture (pato, pelota, piña, papá, puma, pala, palo).



Poster P.1

the words slowly as you focus on the /p/ sound. Say “la p hace /p/, /p/, /p/ como en papá, pato, pala, piña, palo, puma y pelota”.

Phonemic Awareness Activities

Initial Sound Recognition

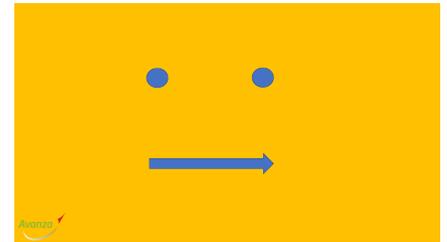
- ⇒ Start by recognizing the students whose names start with P.
- ⇒ Put images from P.1 around the classroom (you can use cards C.1). Say the words from the poster and have students move around to touch the right picture. Mix some m words with them.
- ⇒ It will be important for students to know P.1 vocab words well for the following activities.

Phonemic Awareness Activities

Listening Activities: Blending

⇒ **Blending Board.** Use it to elicit blends with /p/ from students.

⇒ Show them the board. Touch the dot on the left and say /p/. Touch the dot on the right while you say /o/. Then slide your finger on the arrow from left to right while you say /po/.



Blending/Segmentation Board

⇒ Do it again with /p/ and a different vowel, and this time have your students do the sliding and blending.

The Blending/Segmentation Board is a useful tool to teach students to put sounds together or segment into single phonemes. Project it for a whole class practice or print it and use it with individual students or small groups.

Listening Activities: Rhyme Awareness

⇒ Students compare words that are phonologically similar after the first sound (gato/pato)

⇒ Tell students: “Estoy pensando en una palabra de este poster, rima con “gato”, y empieza con p. ¿Qué palabra es? ¿Qué palabra rima con gato? Dile a tu compañero la palabra.” Give students time to think and share their thinking with a partner. Then share.

⇒ Continue doing this activity with other words: niña-piña sala-pala malo-palo suma-puma.

⇒ Use the images from the cards as you are doing this activity to give students more opportunities to learn these words-images as they will be working on this vocabulary in the student worksheets.

Stressed Syllable recognition:

⇒ As an introduction to stressed syllables, clarify for students the difference between “papa” and “papá”. Tell them that the first means “potato” and the second means “dad”. More on stressed syllables and accents in future units.

Reading: Blending sounds into Syllables

- ⇒ Use the blending posters to introduce the combination of letter P and the 5 vowels.
- ⇒ Teacher says: “La pe (touch letter p) con la a (touch letter a), /pa/ (slide your finger following the arrow while you say “pa”) ¿Qué empieza con /pa/?”. Teacher points at the images of “papá” and “palo”.

- ⇒ Continue presenting the combination with other vowels using the rest of the posters (Posters P.2).

- ⇒ Move to P.3 and explain how syllables “pu” and “ma” form the word “puma”.

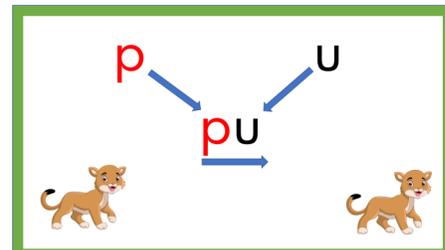


- ⇒ **Read** Book 7 “Mi puma” to introduce all vocabulary

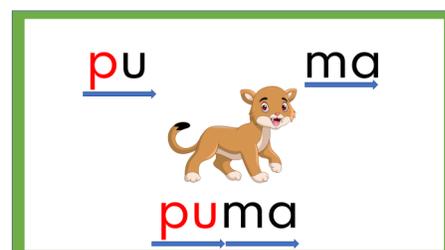
words. Most of the vocab words will contain letters students have not learned yet. Just point at the syllable with p, and read the whole word for them.

- ⇒ Students are not expected to read the vocabulary words from the book independently yet. The entire word is there for their exposure, but not for students to decode yet. They should focus on the starting syllable with p. After the words, there are 4 pages with sentences. These sentences are designed to be **entirely decodable** for students. Have students practice reading these sentences, as they only contain the consonants m, p and vowels.

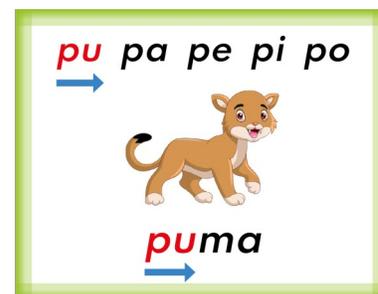
- ⇒ **Online reading.** Students read the book “Mi puma” on their tablets.



Posters P.2



Posters P.3



Book 7



Book 7

Reading

Online Interactive Reading Activities

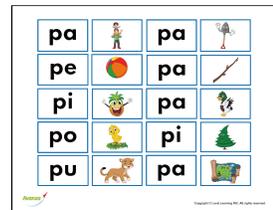
1. Beginning Sound (p) . Students hear “¿Qué palabra empieza por “ppp?” Students click on each picture to hear the word and select the right one.

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

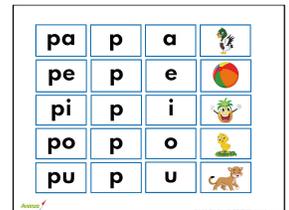
3. Start Syllable. Students identify the image of the word that starts with the syllable. Students can click on the image to hear the word.

Center Reading Activities

- ⇒ 1. Connect Syllable cards with images.
- ⇒ 2. Connect individual letter cards with syllable cards and images.



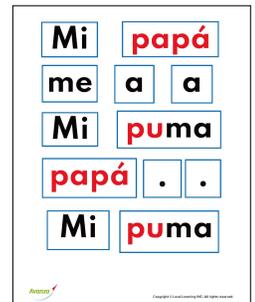
Activity cards C.1



Activity cards .C.2

- ⇒ **3. Make Sentences.** C.3 contains all the words for all 4 sentences in the book. Cut the cards and pair up students with a set. 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.

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



Activity cards C.3

Writing

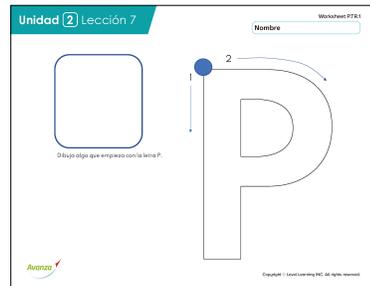
Tracing

Creating the shape of the letter “p”

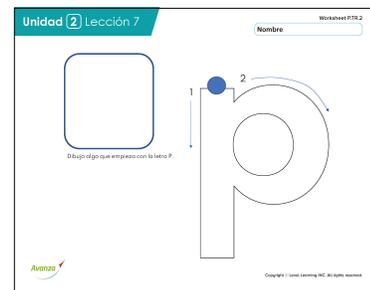
- ⇒ **Model how to trace letter p.** Mark a point on the board. Show them the “ground” line (el suelo), the top line (el cielo), and the middle line. Show students where to start letter “p”. Have them always start on the blue dot. Show them the direction of the pencil, down. Then go back to the dot. Then curve to the right. “Abajo. Vuelta al punto. Curva a la derecha”. Students practice tracing by starting on the blue dot following the arrows.
- ⇒ **Hands on “p”.** Students create the letter p with playdoh, sand, flour, and/or any other tactile material. You can use P.TR.1 and P.TR.2 (inside a clear sheet protector) as board guides for their work.
- ⇒ **Body P.** Have students stand up. Ask them to make a letter P with their bodies.
- ⇒ **Tracing lower case p and upper case P.** Students practice tracing “p” following the dot and arrow instructions in the tracing worksheets. Students think of a word that starts with p and draw the word in the box (Worksheets P.TR.1 and P.TR.).
- ⇒ **Writing syllables** Students practice writing syllables with p in both lower and upper case (Worksheets P.TR.3 and P.TR.4).

Differentiation

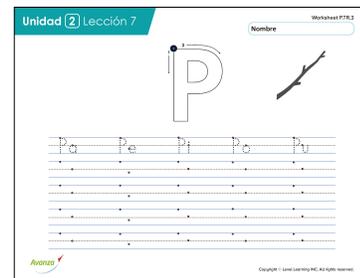
- ⇒ For students struggling with pencil control, use some of the graphomotricity worksheets available in the platform.



Worksheet P.TR.1



Worksheet P.TR.2



Worksheet P.TR.3



Worksheet P.TR.4

Reading-Writing

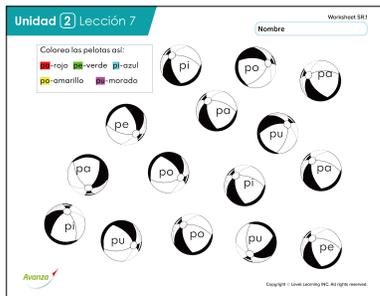
Syllable Recognition

Students complete syllable recognition worksheets 1-3.

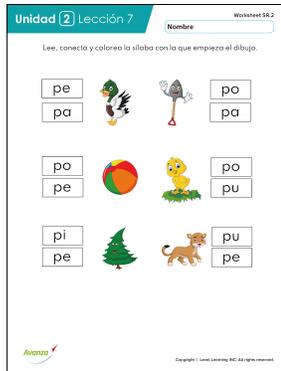
SR-1: Students color the balls following the instructions.

SR-2: Students select the syllable that starts the word in the picture. Words: pato, pelota, pino, pala, pollito, puma)

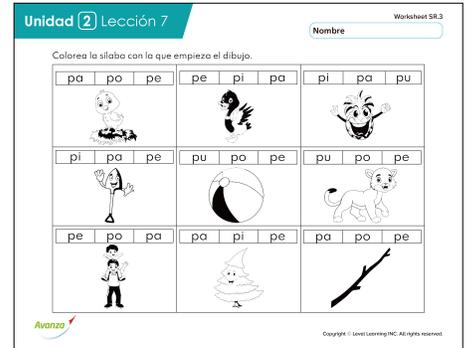
SR-3: Students select and color the syllable that starts the word in the picture. Words: pollito, pato, piña, pala, pelota, puma, papá, pino, palo).



Worksheet SR.1



Worksheet SR.2



Worksheet SR.3

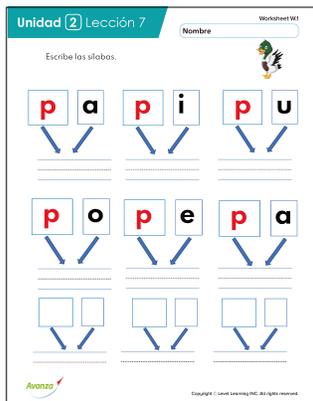
Writing Syllables and words

Students complete writing worksheets 1-3.

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

W.2: Students write the initial syllable of the words in the images.

W.3: Students write a complete sentence from the book. First they trace it, and then they write it independently. Next, students select the image that connects with the sentence.



Worksheet W.1



Worksheet W.2



Worksheet W.3