

General Information

Lesson Parts & Duration

Total Duration: 1 hour

- Letter/Sound Correspondence: Letter Pp

Subject(s)

- Literature: letter/sound correspondence (RF.K.2C, RF.K.2.D, RF.K.2.E, RF.K.3)

Objective

- Students will identify the sound of the letter Pp and find objects that represent the letter around the classroom.

Materials

- **Required:** copy of Lilly's Purple Plastic Purse by Kevin Henkes for teacher (Picture Book)
- 1 pieces of blank paper for each student
- pencil/crayons for each student
- paper & document camera/ chart paper/ or whiteboard with appropriate writing materials for teacher to use for demonstration/examples **If time, teacher can pre-fold one set of paper for students (1 piece for each student), fold paper in half horizontally to help students with an activity for this part of the lesson.**
- **Optional:** printable “Break Up Your Day” brain/movement break ideas (page 6)

Instructional Setting

- Students on carpet/meeting area in front of teacher

Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in **orange**
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

Instructional Plan: 60 minutes

Make sure that students are seated in a way that they can enjoy the story and see the pictures.

Introduction

T We are going to read the story *Lilly's Purple Plastic Purse* by Kevin Henkes.

Read Aloud

Read story aloud for students. See notes for read aloud tips!

T After listening to *Lilly's Purple Plastic Purse*, I want you to think about what part of the story was your favorite.

T You are going to share your favorite part with a partner.

Note:

When reading a picture book, the pictures are an integral part of the understanding. Show the students each page while reading. Let them take time to enjoy the pictures and synthesize the information.

Note:

Be sure to read with expression and "voices" for each character to make the book come alive for the students!

Have students pick partners



Partner Protocol

- You can have them play with someone sitting close to them or have them stand up and find a partner in 10 seconds (count backwards from 10 and they need to be sitting next to their partner by the time you get to zero)

T We need a partner for this game.

T When I say the magic word, which is **sort**, you will stand up and find someone to be your partner.

T I will be counting backwards from 10, and by the time I get to zero, you need to be sitting respectfully next to your partner.

T Please remember to ASK your friends if they would like to be your partner (Would you please be my partner? vs You are my partner!).

T This is a respectful way to find a partner.

T Ok, **SORT!**"

Begin counting slowly backwards from 10. You may also need to circulate and help students find a partner and sit together nicely once they have done so.

T Fantastic! Thank you for finding a partner so quickly and respectfully!

T Now you may share your favorite part with your partner. Students share their favorite part of the story with their partner.

Teacher calls students back to attention by counting backwards from 5.

T Eyes on me in 5...4...3...2...1...0. Thank you!



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 6)

- T* Boys and girls, I want you to read the title of this book again with me. **Point to words as you read the title.**
- T* Lilly's Purple Plastic Purse.
- T* Do you notice anything about the way that some of the words start in this title? **Many words start with P!**
- T* Let's make the sound of P together... /p/ /p/ /p/.
- T* Point your finger like you're pushing a button while you make the sound of P again.../p/ /p/ /p/.
- T* Make sure you do not use your voice when you make the sound of P. P is a whisper sound, let's try it again while we push our button! /p/ /p/ /p/
- T* Boys and girls now we are going to become letter P detectives!
- T* Put on your detective hat! **Pretend to put on your hat.**
- T* We are going to hunt around our classroom for things that start with letter P.
- T* Let's make the sound together again, remember to push your button.../p/ /p/ /p/.
- T* We will need to record our findings so first we will make our t-chart.

Pass out one piece of blank paper to each student.

Send students back to their seat/desk.

- T* When you get back to your seat/desk, please write your name on the back of your paper.
- T* Flip your paper over and then hold your pencil up in their air to show me you are ready to listen for directions!

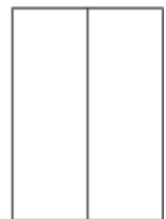
Once most students are holding up their pencil begin a directed draw of a t-chart on the paper.

- T* When I say the magic word, which is **DRAW**, then you can begin, but please do not start until you hear the magic word!

Step #1:

- T* Turn your paper VERTICALLY **Show students what this means.**
- T* Put a line down the middle of the paper **Demonstrate**
- T* ...DRAW! **Students should be putting a line down the middle of their paper.**
- T* Hold your pencil back up when you have finished this step.

Step #1

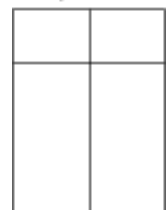


Give time to complete this task. Monitor students and provide assistance as needed.

Step #2:

- T* Remember to wait for the magic word "Draw" before you start.
- T* Put another line across the paper a few inches from the top. **Demonstrate**
- T* ...DRAW! **Students should be putting a line across a few inches from the top on their paper.**
- T* Hold your pencil back up when you have finished this step.

Step #2



Give time to complete this task. Monitor students and provide assistance as needed.

Step #3:

- T* Put the letter P in the box on the left side of the chart, this is where we will put things that do start with P. **Demonstrate**
- T* ...DRAW! Students should be writing the letter "P" on the left side.
- T* Hold your pencil back up when you have finished this step.

Step #3

P	

Give time to complete this task. Monitor students and provide assistance as needed.

Step #4:

- T* Put the letter P and cross it out in the box on the right side of the chart. **Demonstrate**
- T* This is where we will put things that do not start with "P".
- T* ...DRAW! Students should be writing the letter "P" that is crossed out on the right side.
- T* Hold your pencil back up when you have finished this step.

Step #4

P	P

Give time to complete this task. Monitor students and provide assistance as needed.

- T* Students, when you have finished your t-chart, put your pencil down and put both hands on their head and their eyes on me.
- T* Now we are going on a P Hunt!
- T* Take your paper and pencil and find things in our classroom that do and do not start with the letter P.
- T* Watch me first as I show you what to do. Teacher walks around the room until they find something that starts with P - the pencil you are holding would be a good one to start with!

Differentiation:
Students write the words underneath the pictures of the objects they find.

Show students how they can stop and draw a picture of the object they find on the corresponding side of their chart.

Be sure to show an example of both an object that does start with P and one that does not.

Object Hunt!

Gives students 10 - 15 minutes to hunt around the room and add objects to their chart.

After the time is up, use an attention getter (one the teacher has provided or clap three times) to get students' attention.

- T* Please put away your pencil, but keep your paper!
- T* I will meet you back at the *Common Meeting Spot* (carpet, rug, circle time, etc.) with your t-chart.
- T* Great work detectives!
- T* Now that you have hunted for the sound of P... let's make the sound together while we push our button.../p/ /p/ /p/!
- T* You are going to share with a partner the objects you have found.
- T* When I say the magic word, which is **PURPLE**, you will turn to your neighbor and share what you found.
- T* Make sure to take turns so you can hear what your partner found as well!

T PURPLE!

Students find a partner sitting close to them and share about what they found.

Be sure to circulate to help students share and ensure they are on task. Give students 3-4 minutes to share with their partner. (You may repeat Partner Protocol from page 2 as necessary.)

Call students back to attention by counting backwards from 5

T Eyes on me in 5...4...3...2...1...0. Thank you!

Collect student work and place in appropriate spot.

 **Make sure to “Break Up Your Day!”** 

Now is a great time to take a break and get students re-energized.
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 6)

Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



Break Up Your Day: The Wiggles!



- Let’s get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake)
Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!



Break Up Your Day: Body Spell!



- We are going to use our bodies to practice making some letters of the alphabet. Please stand up quietly.
- When I say a letter, you use your arms, legs, head, and body to see if you can make that letter!”
- Choose 5-6 letters to have students make with their body. You could even try some simple words or letters that their names start with to change it up! Have them sit down quietly when they are finished.



Break Up Your Day: Guess My Number!



- Begin by showing an example:
- “I am thinking of a number between 1 and 10. Who would like to guess my number” Call on a student.
- When they take a guess, let them know if your number is bigger or smaller than what they guessed (ex: Student guesses 5, your number is 7, so you would say “My number is bigger than 5.” Then call on another student to guess).
- Keep giving clues until students guess the number.
- You could play again with the teacher picking the number if students need reinforcement, or you could have a student come up and pick the number (have them tell you what the number is so you can help them).