
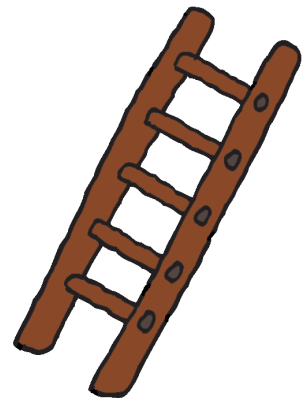
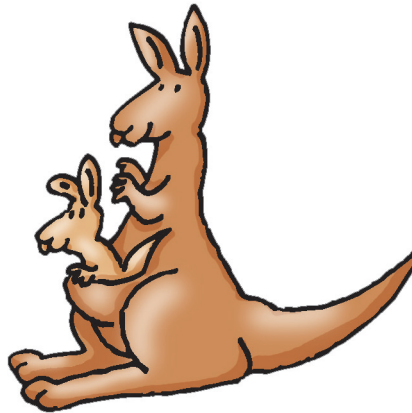
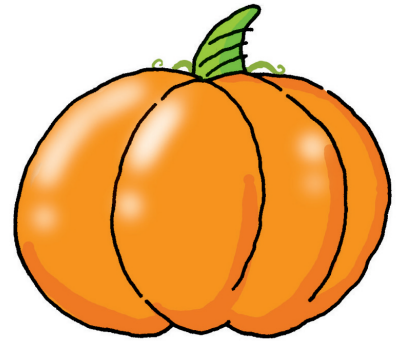
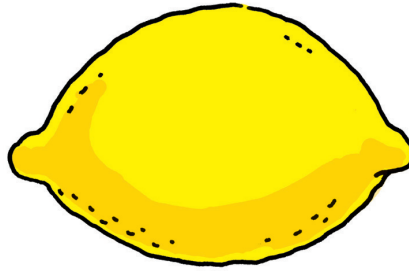
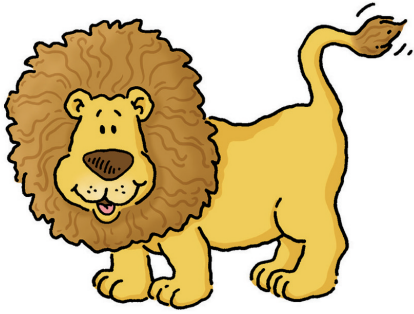


Lesson 21: Beginning Sounds: /l/


I Can Do It!

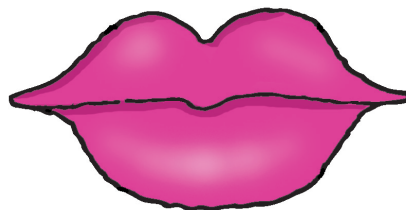
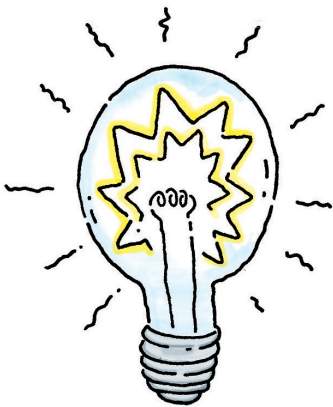
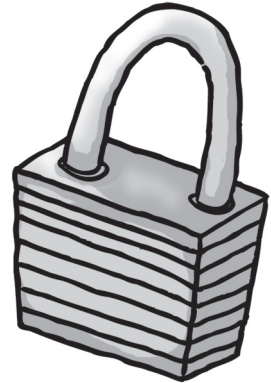
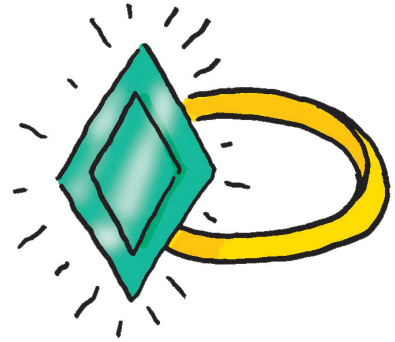
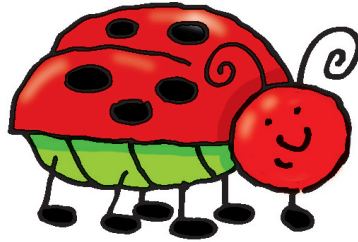
★ Say the name of each picture.
Circle the pictures that begin like  .





Lesson 21: Beginning Sounds: /l/

★ Draw a line from the  to each picture that **begins** with the same sound.



Beginning Sounds: /l/

Objectives

Students will

- listen for and say the /l/ sound.
- select pictures if their names begin with the /l/ sound.



5-STAR Pointers

1 Activating Prior Knowledge

Place eight letter blanks on the board. Share this riddle: "I am a yellow, cold drink. Sometimes I taste sweet. Sometimes I taste sour. My name begins with the same sound as the word *leaf*. What am I?" (*lemonade*)

2 Introducing the Lesson

Display for the class objects and pictures of items that have names beginning with the /l/ sound. Examples include a lion, lemon, lime, lamp, etc. Instruct the class to say the names of the items along with you. Ask students what is the same about all the words (*same beginning sound*).

3 Guided Practice

Instruct students to find other objects in the room (or think of other words) that have the same beginning sound as *lamp*.

4 Informal Assessment

Observe students during guided practice to check for understanding. Use the **All-STAR Intervention Strategies** on the next page to reteach and reinforce skills. See page xx for assessment guidelines.


5 Independent Practice

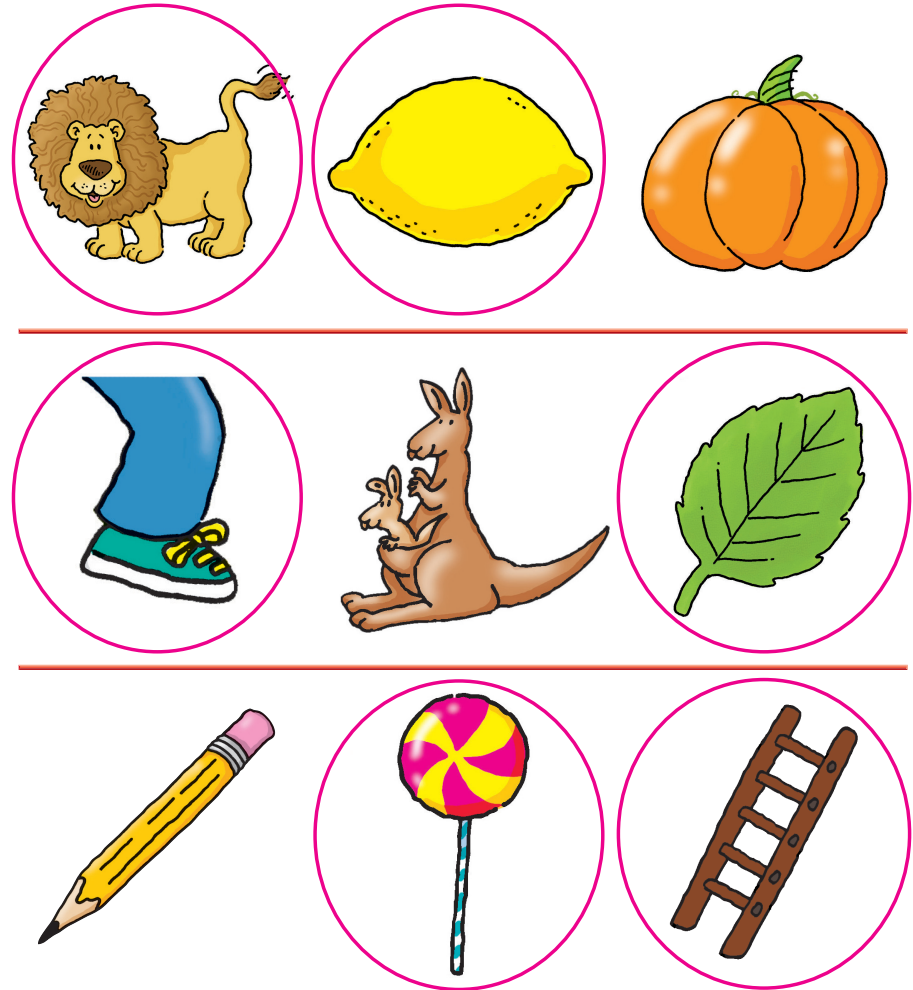
Instruct students to turn to page 43 in the Student Workbook. Read the

All-STAR Phonics & Word Studies, Level K

Lesson 21: Beginning Sounds: /l/

I Can Do It!

★ Say the name of each picture. Circle the pictures that begin like  .



Unit 1: Emergent Skills 43

directions to the class. Instruct students to name the pictures on the page. Instruct students to complete the activity. Repeat these steps with page 44. Use completed workbook pages to assess students' understanding. Tell students to turn to the next page. Read the directions to the class and tell students to complete the page.



Literature Connection

Kraus, Robert. *Leo the Late Bloomer*. HarperCollins Juvenile Books, 1994. *Leo is a tiger who learns things a little slower than the other kids. When he finally blooms, he is a star.* Instruct students to listen carefully and to give the thumbs-up signal every time they hear the words *Leo* or *late* in the story.

★★★★★
**All-STAR
 Intervention
 Strategies**

Visual Reinforcement

Materials: various objects that begin with the /l/ sound, such as a lock, a light bulb, or a letter

Point to different objects around the room. Instruct students to laugh when you point to an object that begins with the same sound as *lamp*.

Auditory Reinforcement

Materials: photocopies of a drawing of a leopard (without spots); crayons

Tell students to listen carefully as you say some words. Instruct students to draw a spot on the leopard every time they hear a word that has the same beginning sound as the word *leopard*.


**Tactile/Kinesthetic
 Reinforcement**

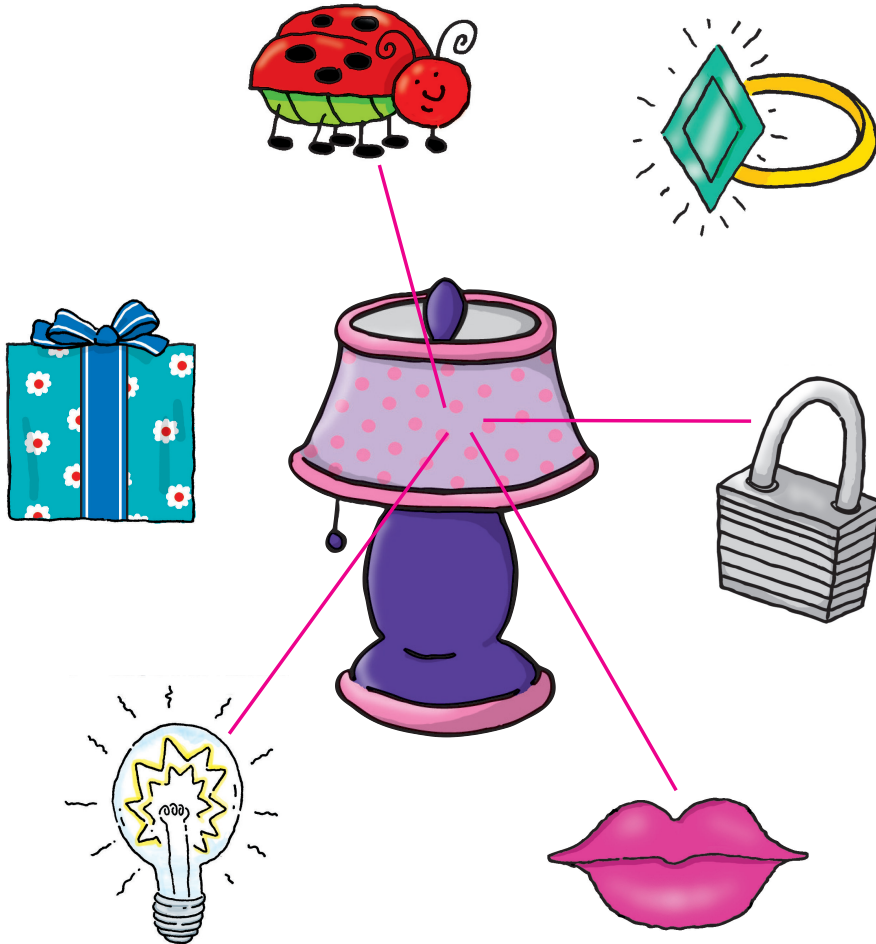
Materials: large, open space

Perform creative movements of /l/ sounds with students. Ideas include climbing a ladder, leaping, playing leapfrog, roaring like a lion, and lifting weights.

Lesson 21: Beginning Sounds: /l/



★ Draw a line from the  to each picture that begins with the same sound.



English-Language Development Strategies

Pronouncing the /l/ Sound

Students who speak Chinese, Japanese, Korean, or Vietnamese may have difficulty pronouncing the /l/ sound and may require extra support and practice. Use the names of pictures found in this lesson of the Student Workbook to provide extra practice. Also, demonstrate for students how the tongue and lips are positioned for pronouncing the /l/ sound.