



/p/



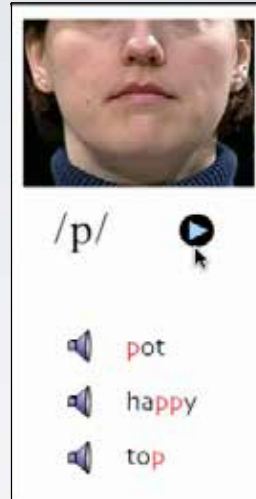
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PHONEMIC AWARENESS

- To make the **/p/** sound, press the lips together; then open the lips to let out a puff of breath.
- Go to the Iowa University website and click on the triangle to hear how the phoneme **/p/** should be sounded.
- Be sure NOT to pronounce the sound as "puh."



American Pronunciation
[University of Iowa](#)

Australian Pronunciation
[Get Reading Right](#)
Scroll down to the /p/

UK English Pronunciation
[Phonics International](#)
Scroll down to the /p/

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the **/p/** sound.
- Demonstrate how the word *pancakes* begins with the **/p/** sound.
- Download the SongSheet *Pancakes*.
- Read out, or sing, the song, emphasizing the **/p/** sounds at the beginning of words.



Song Sheet
[Pancakes](#)
SongSheet from KIDiddles



PHONEMIC AWARENESS

- Tell the students that the word **poke** begins with the **/p/** sound.
- Poke the palm of your hand with your index finger say “**poke**” Emphasize the **/p/** sound.
- Ask students to do the same. Tell them to use the poke movement when they say or hear the **/p/** sound.



Action for /p/

To help students remember phonemes, we associate an action with the sound. For /p/, they should poke the palm of their hands with their index fingers and say the /p/ sound.

PHONEMIC AWARENESS

- Get the Sound/Symbol card 3.
- Show only the front of the card and say the word “pig.” Emphasis the **/p/** sound. Do the “poke” movement as you say the **/p/**.
- Ask the students to listen for the **/p/** sound and repeat it in the word “pig.”



Sound/Symbol Cards

Sound/Symbol Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the **/p/** sound and some words that do not.
- Ask them to say **/p/** and do the “poke” movement, when they hear the sound at the beginning of the word.
- Here are the words:

pig, **p**en, leg, **p**an,
puff, rag, **p**et, net

- Be sure to leave enough time between saying each word for the students to respond.

More words to use that begin with /p/
pad, page, pain, paint, pass, pea,
pear, pen, pencil, point, pond,
potato, puddle, pull, puzzle

PHONEMIC AWARENESS

- Say the word **map** emphasizing the **/p/** at the end of the word. Say that the word “map” ends with the **/p/** sound.
- Tell the students that you are going to say some words that end with the **/p/** sound and some words that do not.
- Ask them to say **/p/** and do the “poke” movement, when they hear the sound at the end of a word.
- Here are the words:

hop, **sl**ip, **p**et, **c**up,
top, **m**ap, **r**ock, **p**in

- Leave time between words for the students to respond.

More words that end with /p/

cap, chop, deep, drop, flip, flop,
hip, hop, keep, mop, pop, rap,
sheep, soap, stamp, stop, top,
trip, zip



PHONEMIC AWARENESS

- Tell the students they should say /p/ and do the “poke” movement when they hear the /p/ sound at the beginning of a word, in the verse you are going to read them.
- Here’s the verse:

**Percy the pig is a very greedy pet
He eats pickles, peppers and pies
Poor pig had a pain, he saw the vet
Percy took a pill, now he’s eating fries.**

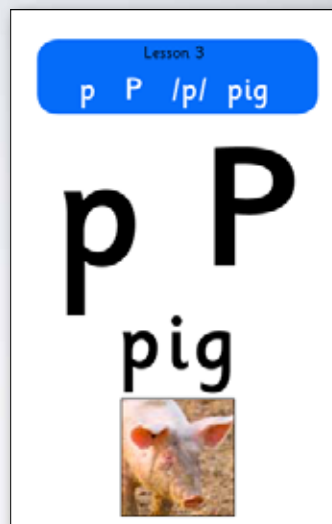
- Repeat until the students can identify all the beginning /p/ sounds in the verse.

Another verse to help teach the /p/ sound

Peter Piper picked a peck of pickled peppers, a peck of pickled peppers Peter Piper picked.
But if Peter Piper picked a peck of pickled peppers, where’s the peck of pickled peppers Peter Piper picked?

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card for /p/.
- Show the back of the card.
- Point to the small **p** and say this is how we write the letter for the sound /p/.
- Point to the capital **P** and say this is how we write big /p/ which is for important words like people’s names.
- Point to the word “pig” and say this is how we write the word “pig”. Point out the letter **p** and say this is how we write the /p/ sound at the beginning of the word “pig.”



Sound/Symbol Cards [Sound/Symbol Cards](#)



SOUND/LETTER RELATIONSHIP

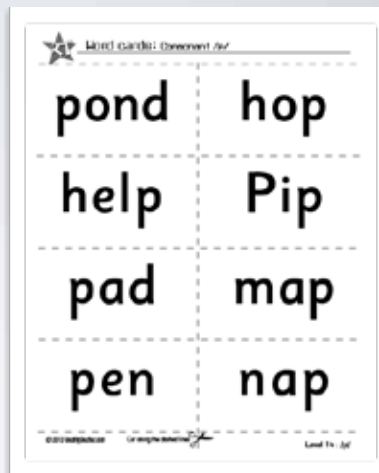
- Give out the writing practice sheets for **p P**.
- Point to the small **p** and say this is how we write the letter for the sound /p/.
- Point to the capital **P** and say this is how we write big /p/ which is for important words like names of people.
- Ask students if they know anyone with a name beginning with /p/.
- Ask the students to practice writing the small **p** and the big **P** on the practice sheet.



Writing Practice Sheets
[Writing Practice Sheet](#)

BLENDING

- Blending is the skill of sounding out letters all through a word into a natural sounding word.
- Using a Word Card, point to the first letter of the word and say the sound.
- Then pass your finger to the next letter and say the sound, and so on.
- For example, for the word **Pip** say p-i-p.
- Do this again more quickly until the word is pronounced naturally.



Cut where indicated to make eight cards

Word Cards
[Word Cards](#)



BLENDING

- Show the Word Cards for **pad** and **pen**.
- Say that both words begin with **/p/**.
- Ask a student to point to the letter that stands for **/p/**.
- Sound out **pad** while running a finger under each letter: **/p/aaa/d/**.
- Say the word quickly **pad**.
- Have the students sound out the word with you.
- Repeat the process with the word **pen**.

pad

pen

Word Cards
[Word Cards](#)

BLENDING

- Show the Word Cards for **hop** and **map**.
- Say that both words end with the **/p/** sound.
- Ask a student to point to the letter that stands for the **/p/** sound.
- Sound out **hop** while running a finger under each letter: **/h/o/p/**.
- Say the word quickly **hop**.
- Have the students sound out the word with you.
- Repeat the process with the word **map**.

hop

map