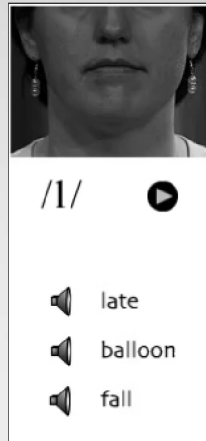


Contents

Page 2	Phonemic Awareness	Resources: American Pronunciation Australian Pronunciation British Pronunciation Looby Loo	website website website PDF b+w sheet
Page 3	Phonemic Awareness	Resources: Sound/Symbol Cards	PDF color sheets
Page 4	Phonemic Awareness		
Page 5	Phonemic Awareness Sound/Letter Relationship	Resources: Sound/Symbol Cards	PDF color sheets
Page 6	Sound/Letter Relationship	Resources: /l/ Writing Sheet	PDF b+w sheets

PHONEMIC AWARENESS

- Let's start by learning how to make /l/ sound.
- To make the /l/ sound, lightly put the tongue against the upper front teeth and allow a vibrating breath to emerge.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme /l/ should be sounded.



American Pronunciation
[University of Iowa](#)

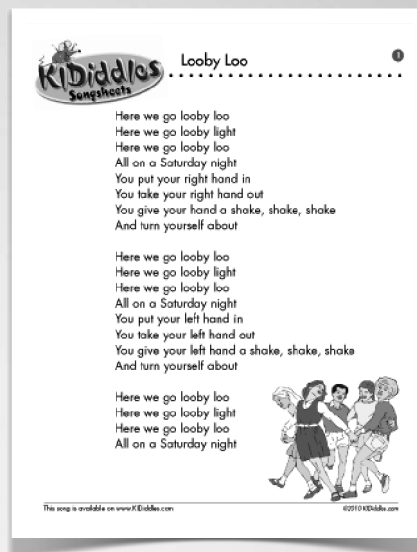
Australian Pronunciation
[Get Reading Right](#)
Scroll to the bottom of the page.

British Pronunciation
[Phonics International](#)
Scroll to the middle of the page.

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

PHONEMIC AWARENESS

- Tell the students they are going to learn the /l/ sound.
- Demonstrate how the words "Looby Loo" both have the /l/ sound at the beginning of the words.
- Download the SongSheet "Looby Loo."
- Read out, or sing the song, "Looby Loo," emphasizing the /l/ sounds at the beginning of the words.



Song Sheet
[Looby Loo](#)
SongSheet from KIDiddles

PHONEMIC AWARENESS

- Tell the students that the word “lollipop” begins with the /l/ sound.
- Stick out your tongue as you pretend to lick a lollipop. Say “l l l l l l l l.”
- Ask students to do the same. Tell them to use this movement when they hear the /l/ sound.

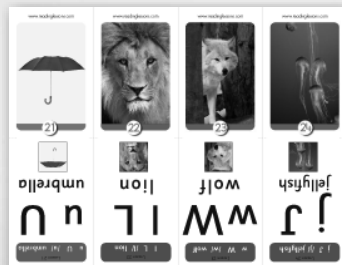


Action for /l/

To help students remember phonemes, we associate an action with the sound. The action for /l/ is licking a lollipop.

PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 22.
- Show the front of the card and ask what is shown in the picture. Ask what sound the word “lion” begins with.
- Ask the students to listen for the /l/ sound and repeat it in the word “lion.” They should do the “lollipop” action as they say the /l/ sound.



Sound/Symbol Cards 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 /l/ sound and some that do not.
- Ask them to make the “lollipop” action and say /l/ when they hear the sound at the beginning of the word.
- Here are the words:

**leaf, car, lip, box,
late, run, lion, love**

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

More words to use that have the /l/ sound at the beginning of words:

lace, ladder, lake, lamp, land, lane, last, leak, leap, least, left, leg, lemon, lend, less, let, lick, lie, life, lift, light, like, line, link, list, lit, live, loaf, loan, log, long, look, loose, lose, lot, luck, lump, lunch

PHONEMIC AWARENESS

- Tell the students that you are going to say some words that end with the /l/ sound and some that do not.
- Ask them to make the “lollipop” action and say /lllll/ when they hear the sound at the end of the word.
- Here are the words:

**yl, schooll, kiss, sock,
pooll, sun, leg, pencill**

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

More words to use that have the /l/ sound at the end of words:

boil, bowl, camel, coal, cool, fail, goal, hail, heal, jail, mail, meal, nail, owl, rail, sail, seal, soil, steal, steel, tail, tool, towel, wheel, wool, bell, doll, dull, fell, fill, gull, hill, pill, sell, tell, will



PHONEMIC AWARENESS

- Tell the students they should make the “lollipop” movement and say **lll** when they hear the **lll** sound at the beginning of a word in the verse you are going to read them.
- Here's the verse:

**No need to light a light-light
On a light night like tonight,
It is really not quite right
On a light night like tonight.**

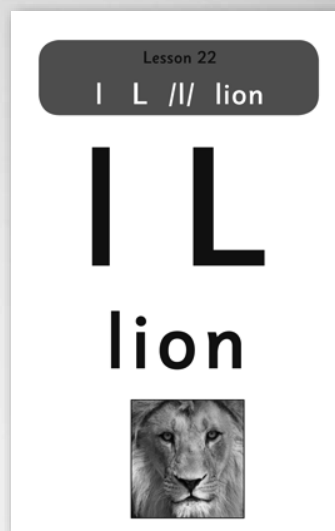
- Repeat the verse until the students can identify all the beginning **lll** sounds in the verse.

Another verse to help teach the /l/ sound

“Look,” said Lisa, “A long ladder,”
“Let’s climb and look over the wall.”
“I can’t,” said Lenny, “I’m too small.”
So Lenny climbed a lemon tree.

SOUND/LETTER RELATIONSHIP

- Give out the sound/symbol card 22 for **lll**. Show the back of the card.
- Point to the small **l** and say this is the way to write the letter for the sound **lll**.
- Point to the capital **L** and say this is how we write big **lll** which is for important words like people’s names.
- Point to the word “lion” and say this is how we write the word “lion.” Point out the letter **l** and say this is how we write the **lll** sound at the beginning of the word “lion.”

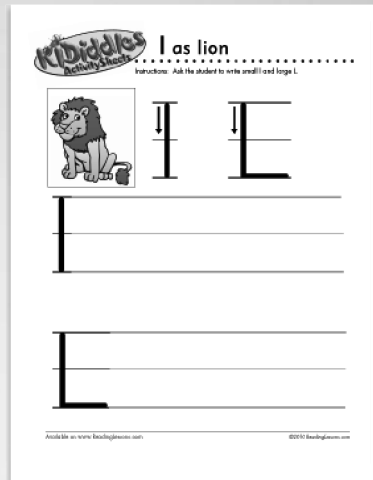


Sound/Symbol Cards Cards



SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **l** **L**.
- Point to the small **l** and say this is the way we write the letter for the sound /l/.
- Point to the capital **L** and say this is how we write big /l/ which is for important words like people's names.
- Say the name "Lauren" begins with the sound /l/.
- Model the formation of the letter **l** for the students.



Writing Practice Sheets /l/ Writing Practice Sheet

SOUND/LETTER RELATIONSHIP

- Have students write the letter **l** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **l** and the large **L** on the practice worksheets.

