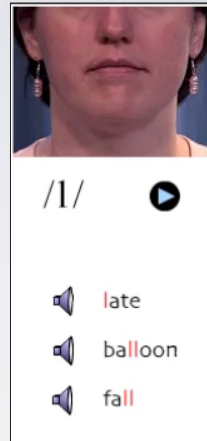


## Contents

<b>Page 2</b>	<b>Phonemic Awareness</b>	Resources: <a href="#">American Pronunciation</a> <a href="#">Australian Pronunciation</a> <a href="#">British Pronunciation</a> <a href="#">Looby Loo</a>	website website website PDF b+w sheet
<b>Page 3</b>	<b>Phonemic Awareness</b>	Resources: <a href="#">Sound/Symbol Cards</a>	PDF color sheets
<b>Page 4</b>	<b>Phonemic Awareness</b>		
<b>Page 5</b>	<b>Phonemic Awareness</b> <b>Sound/Letter Relationship</b>	Resources: <a href="#">Sound/Symbol Cards</a>	PDF color sheets
<b>Page 6</b>	<b>Sound/Letter Relationship</b>	Resources: <a href="#">/l/ Writing Sheet</a>	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](#)

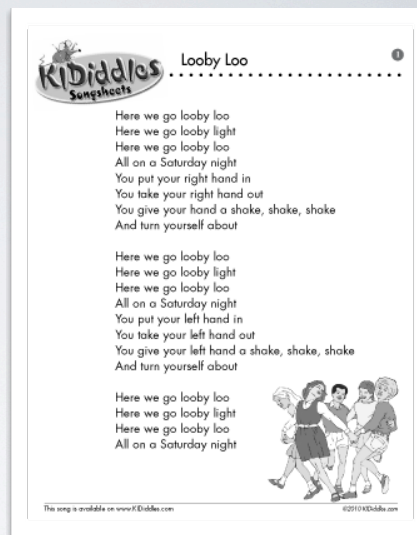
**Australian Pronunciation**  
[Get Reading Right](#)  
 Scroll to the bottom of the page.

**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.**

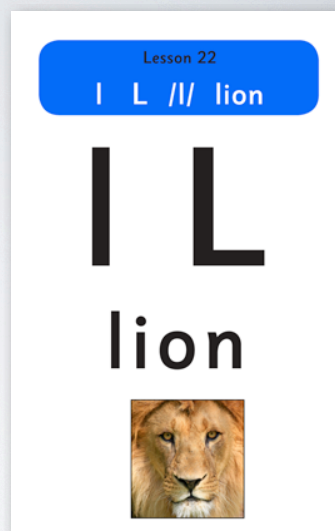
- Repeat the verse until the students can identify all the beginning **lll** sounds in the verse.

## 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.”

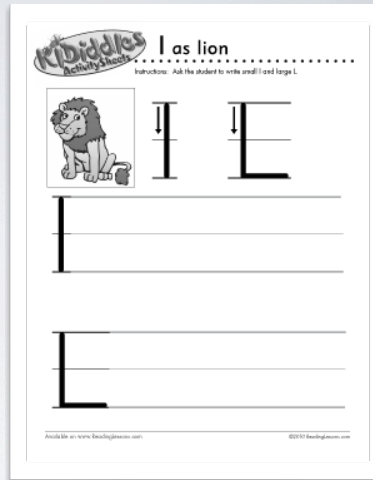


## Sound/Symbol Cards [Cards](#)



## 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.

