

Gill Budgell
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Pip's Phonics

Teacher's Resource Book



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Teaching the letters and sound: LL

What are the children learning?

- To see, hear, say, read and write the simple sound for the letters **ll**.
- To identify the sound **ll** in words, e.g. **yellow, ball**.
- Some new vocabulary featuring **ll**.
- A simple jingle with actions to use and reuse as a mnemonic.
- How to read and write phonically decodable words featuring the sound.



Warning:

- Explain that **l** and **ll** have the same sound.
- Remember **ll** is never the **y** sound.
- Double **ll** only appears at the end or in the middle of words.
- Tip up your tongue to the roof of your mouth to make the long sound.

Main Vocabulary:

ball, yellow lollipop, balloon, well

Vocabulary in the scene:

hello, smell, Jill, jelly, bell, shell, fall, doll, fill, wall

Additional Vocabulary:

football, follow

LL Jingle

Yellow jelly, yellow jelly, (wobble and shake the body)

Fill the cup. (make an action as if pouring water into a bowl)

Yellow jelly, yellow jelly, (wobble and shake the body)

Mix it up! (pretend to stir with a spoon)

Main action: Mixing up

Move one arm in a circular motion as if mixing it all up in a bowl.

Teaching and learning focus in each session:

Session 1: Introducing the letter sound

- Introduce the letter sound.
- Introduce new vocabulary.
- Sing or say the jingle.

Session 2: Practise see, hear and say the letter sound

- Sing the jingle again.
- Review new vocabulary.
- Complete Student's Book, page 3.

Session 3: Practise saying the letter sound and writing the letters

- Finger trace the letters.
- Review the vocabulary.
- Read.
- Complete Student's Book, page 4.

Session 4: Practise the letter sound with a creative activity

- Make the yellow jelly follow me game pop-out.

Session 5: Practise the letter sound with the whole class and in group activities

- Review the sound.
- Review the vocabulary.
- Whole class and group activities (see pages 14-17).

Optional extra materials

- Photocopiable sequencing activity, Worksheet LL1, see page 103.
- Photocopiable writing activity, Worksheet LL2, see page 104.
- Photocopiable craft activity, Worksheet LL3, see page 105.

Class audio

- **LL** Sound: Track 1.
- **LL** Jingles: Tracks 2-5.



Session 1: Introduce LL

Materials:

- Pip pop-out from Level 1
- i-book
- Sound card for **ll**
- CD
- Picture flashcards for **ll**
- Jingle card for **ll**
- Photocopiable vocabulary worksheet (optional Follow up Activity)

Warm up

Review all the sounds learned in Level 2: h, b, f, l, j, v, w, y, z, sh, th, qu, ch, x.

Show the Pip pop-out and tell the children to say hello to Pip. Then, remind them to ask: *What's the sound today, Pip?* Pip then answers: *Hello, hello! Today's sound is in hello.* Help the children to hear and guess the sound **ll**.

Explain to the children that this is a sound we already know: *l*, and that we also say *l* when we see two letters together.

See, hear, say

Show the sound card for **ll** and say: *ll, yellow jelly*, with emphasis on the **ll** sounds. Play the sound for the children to hear and repeat. Remind them of the jingle for **l** from Level 2:

*Lemons on a tree,
1, 2, 3.
Lemons on a tree,
Just for me!*

Encourage the children to sing it together.

Using the Pip pop-out, ask: *Do you like lollipops, Pip?* Then: *Do you like yellow lollipops, Pip?*

Play the video for this sound in the i-book to demonstrate correct pronunciation.

Repeat the sound and ask the children to say it several times.

Show the picture flashcards for *yellow ball*, *hello*, *balloon* and *lollipop*. Say each word with emphasis on the **ll** sound. Ask the children to repeat the words and tell them that these words all have **ll** in them.

Play *Snap* with the printed out picture flashcards. Place them on the board and invite four volunteers to come out. Say: *1, 2, 3 (yellow)*. The first child to snap the card wins.

Present the scene

Display the Student's Book page 3 on the IWB and point to the **ll** at the top. Reiterate the sound whilst you trace the letter shape. Point to the jelly and say: *Look, yellow jelly!*

Point to the balloon and say: *Look, a balloon!*

Ask volunteers to point to and name any other **ll** words they can see. Depending on the level of the class and their language acquirement skills you could point out other **ll** words that appear in the scene: *well, fill, shell, hello, lollipop, doll, bell, smell.*

Jingle

Show the flashcard of the jingle and then play the chant version, while demonstrating the actions. Play the jingle again and encourage the children to join in.

Get the children to sing the jingle in groups while the other children do the actions.

Ask them to try and say *yellow jelly* three times very quickly like a tongue twister!

Optional Follow up

Photocopiable sequencing activity, Worksheet LL1, see page 103. Use the i-book to demonstrate the activity.

The children put the pictures in the correct order by writing the numbers in the boxes; then they draw in the final box.

Review the sounds at the bottom of the page.



Teaching the letters and sound: LL

Session 2: See, hear and say LL

Materials:

- i-book • Student's Book, page 3
- Student's stickers for LL
- Pencils and crayons

Warm up

Ask children to come up to the IWB and point to the vocabulary previously learned.

See, hear, say

Invite the children in turn to point to *ball*, *yellow lollipop*, *balloon* and *well* both at the bottom and in the scene. Ask children to suggest where the *well* might go.

Then, get them to drag the pictures into their correct spaces on the scene. Point to the words *a doll* and *a bell* and help the children to read them.

Let's work!

Hand out the Student's Books and LL sticker sheet.

Using the IWB or a Student's Book, page 3, demonstrate the *Find and ring*, *Stick and Read and draw* activities so the children can do them in their own books.

Give the children lots of praise for their work:
Well done!

Session 3: Say, read and write LL

Materials:

- CD • i-book • Sound card for LL
- Student's Book, page 4
- Student's stickers for LL
- Photocopiable letter formation worksheet (optional Follow up Activity)

Warm up

Sing the jingle together. Ask them to sing it in different ways: very fast, very loud, in a whisper, and so on.

Say, read and write

Show the LL card and everyone calls out: LL.

Make the LL shape in the air with your back to the children so they can copy it correctly. Ask the children to finger write the word *doll* on each other's backs.

Tell them to change to the word *bell*, can they feel the difference?

See page 14 for Pip's tips on letter formation.

Let's work!

Hand out the Student's Books and the LL sticker sheet.

Using the IWB or a Student's Book, page 4, point to the letters at the top and demonstrate how to finger write both letters, pronouncing the LL as you do so.

Encourage the children to say the sound and finger write it in their books. Use the grapheme guide in the i-book to demonstrate the correct letter formation.

Ask the children to call out the sounds for the words *yellow jelly*. Then let them write the missing letters from the words in their books. Remind them of the correct letter formation, showing the grapheme guide again if necessary and let them complete the rows of letters in their books.

Point to the pictures at the bottom and remind them of Sal, Jill, Pip and Ben. Let the children decide which words and letters are missing from each phrase. Help them to sound out the missing words to help them write them, and then ask the children to read the phrases in pairs.

Finally, point to the picture of the animals and tell the children they are going to stick the correct bell on the animals.

Optional Follow up

Photocopiable writing activity, Worksheet LL2, see page 104. Use the i-book to demonstrate the activity.

Ask the children to complete the jingle and invent a new *red jelly* one!



Session 4: Play with LL

Materials:

- i-book
- LL Pop-out
- Crayons
- Balls

Warm up

Put the children into small groups and give each group a ball. The child with the ball says a word containing **ll** and then rolls the ball to another child in the group. This child then says a different **ll** word. They continue rolling the ball around the group.

Let's work!

Use the i-book to demonstrate the activity. Show the children the pop-out of the yellow jelly follow me game and help them to push it out. They can decorate it as they wish. When playing the game you only need to use one set of cards at a time (unless children colour them in different colours so you have a red set, a blue set, a green set, etc).

Hand out a set of cards to different children. The child with the START card begins and says the word *doll*. The child who has the word *doll* on their card responds and lines up behind the first child and then says *well* as they have the picture of the well. Continue with the other cards until all the children are lined up.

Session 5: Review LL

Materials:

- CD
- Net
- Balloons
- Colouring pens
- Jelly making materials
- Bells
- Photocopiable craft worksheet (optional Follow up Activity)
- Pencils and crayons

Warm up

Go on a **ll** hunt around the classroom. When someone finds something, encourage everyone to shout: *Well done!*

Whole class and group work

These activities are only suggestions, choose one or more or adapt them to suit your class.

- Have great fun singing this jingle and performing the actions.
- Make a display of different kinds of balls, for example: football, tennis, rugby, ping pong, basketball, beach, volleyball.
- If possible set up a small basketball net outside for the children to play *Shoot the hoop*.
- Talk about the verbs associated with a ball: roll it, pass it, throw it, push it, pull it, spin it, etc. Add some of these to your class display of different types of ball.
- Make a class display of balloons: each child decorates a balloon with something that features **ll**. You can make a really fun display or take them home too!

- Talk about the sequence for making jelly and make some with the children! Try acting out the stages to reinforce the vocabulary: tip, mix, fill, pop it in. Say: *Mmm...! Smell it!* and reinforce the praise phrase: *Well done!*
- Play other charade type games where children are acting out simple actions or games (use the sports above to reinforce the vocabulary of tennis ball, volleyball, etc.) and others must guess what it is.
- Make a musical corner and let children play with different types of bells, for example: Indian bells, bells on a tambourine, hand bells.

See page 16 for more creative ideas to reinforce the sound **ll**.

Optional Follow up

Photocopiable craft activity, Worksheet LL3, see page 105.

The children sort the items into big and small by drawing lines to link them to the big or small trays. They can then colour the pictures as they like. Encourage them to name the items: *well, ball, doll, balloon, bell, shell*.