Introducing Letter ‘Bb’

**Letter to Introduce: ‘b’**

**OPEN WITH A LISTENING GAME:** Warm up with a phonemic awareness activity to get students hearing sounds.
- Sing the ABC song while you point to each letter.
- For each letter, students twist their body to the left or to the right to show they are differentiating between letters.

**WARM UP WITH THE FLASH CARD DECK:** Have students practice the sounds they know.
*If this is the very first letter you’re introducing to students, skip this part and go to the “Introduce a New Sound” section.*
- Use the flash cards for all letters that have been introduced. Show the card for each letter, choosing the card with or without the keyword picture as needed.
  - For flash cards with keyword pictures: Say letter, keyword (picture), sound. For example, “t, top, /t/.”
  - For flash cards with letters only: Say letter and sound. For example, “t, /t/.”
- Add verbal directions for handwriting as needed.

**Important note: Listen for correct sound production and correct as needed.**

**Options:**
- If there are letters that the students can proficiently name, you can show the card and have them just say the sound.
- Add motions to reinforce tricky sound-letter correspondences.
- Reinforce letter formation by air tracing: in the sky, on the floor, etc.
- Chorally say rules or sayings to help students remember rules, letter formation, etc.
- Give a different direction for each card: name, sound, rule, etc.

**Sounds to review:**
List the sounds below you’ve already taught and use just those flash cards. (None needed if this is your first sound.)

**Materials Needed:**
- ‘b’ letter card with keyword picture
- ‘b’ letter card without keyword picture
- large sticky note
- pencil
- handwriting paper
- letter formation directions for the letter ‘b’
- chart paper
- markers
- objects that begin with /b/
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INTRODUCE THE NEW LETTER SOUND:

☐ Name the Letter:
  - Show the students the flash card for the new letter, with the keyword picture covered.
  - Say, “The name of this letter is ‘b’.” Students repeat.
  - Tell students that they are going to become experts on the letter ‘b’ and its sound.
  - Again, point to the letter ‘b’ and have the students say the name of the letter.

☐ Produce the Sound:
  - Say, “The sound that ‘b’ can make is /b/.” Students repeat.
  - Say, “/b/, /b/, /b/”. Students repeat so that they have numerous opportunities to feel how the sound is made in their mouths.
  - Have students say /b/ while putting their hands by their voice box.
  - Say, “Your voice box is vibrating so /b/ is a voiced (or motor on) sound.”
  - Say, “When we say /b/, your lips come together and then pop open. This is a lip popper!”
  - Say, “/b/” and have kids repeat. Say, “When you say /b/, does the sound stop quickly or can you keep holding the /b/ sound?” (It stops quickly.)

☐ Introduce the Keyword Picture and Practice the Card:
  - Show the students the flash card with the keyword picture for the letter ‘b’ and uncover the picture.
  - Point to the letter ‘b’ on the card and have students name the letter.
  - Point to the picture of the bat on the card. Say, “The picture on the card helps us unlock the sound of the letter. This is a bat. The first sound that I hear when I say bat is /b/.”
  - Say, “When I see this card, I am going to say the letter name, the picture and then the sound. ‘B’, bat, /b/.”
  - Students repeat, b, bat, /b/. 
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**Play with Words:**
- Give students opportunities to produce the new sound /b/ by saying words or phrases that start with /b/. (You can show objects that start with /b/ to make the connection more concrete.)
- Say the word and then say the beginning sound. For example, for a ball, you would say the word and then say /b/. Students would then repeat and say, “ball, /b/.” Continue the process with numerous words. Examples: ball, box, bag, basket, bow, bottle, bandaid, belt

For additional practice producing the /b/ sound, you can say a phrase below and have the students repeat.

<table>
<thead>
<tr>
<th>Baby bed</th>
<th>Bunches of bananas</th>
<th>Best book</th>
<th>Billions of bottles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys bouncing balls</td>
<td>Boiling bubble bath</td>
<td>Basket of berries</td>
<td>Big bullfrog</td>
</tr>
<tr>
<td>Bedtime books</td>
<td>Baby bears</td>
<td>Bottom of the barrel</td>
<td>Best bowl of beads</td>
</tr>
</tbody>
</table>

**Write Letters:**
- Write the letter on the board or chart paper.
- As you write, say, “Let's learn how to form the letter ‘b’. Watch as I write. First, start on the hat line and pull down to the shoe line. Without picking up your pencil, pull back up to the belt line and around to the shoe line.”
- After you have written the ‘b’, point to it and say “‘b’, /b/.”
- Say, “Now you try it. Pick up your pencil, start at the hat line, pull down to the shoe line, pull back up to the belt line and around to the shoe line. Say, ‘b’, /b/.”
- Repeat several times giving students multiple opportunities to practice writing the letter ‘b’.

**DICTATION:** Have students listen to the sound and practice spelling the phoneme.

**Dictating Sounds:**
- Say the sound.
- Students repeat the sound while you listen carefully to ensure correct pronunciation.
- Students write the letter that spells the sound. Check together to ensure that the students have written the correct letter and have formed it correctly. Correct as needed.
- Repeat the sound and have students write it several times.
- Read back the sounds together.
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Sounds to Dictate

*This next part can only be done once you have introduced enough letters to be able to start spelling words.

Dictating Words:
  • Say the word and have students repeat it.
  • Teacher and students tap (segment) sounds in the word together.
  • Students write the word.
  • Check spelling together.
  • After all words have been dictated, students read back all of the words that they wrote.

PRACTICE READING TO BUILD FLUENCY: Have students practice reading the new sound alone and in context.

Reading Dictation to Build Fluency:
  • Tell students to track with their finger from left to right as they read back their dictation.

*This next portion can only be done once students have explicitly been taught enough letters to read some words.

Reading Words and Connected Text to Build Fluency:

Words:
  • Show students words using letters that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or document camera.
  • Go across the page, tapping out words and then blending the sounds together to read the words. You can then reread and just have students try to read the word without tapping all the sounds.
  • Students can then reread with a partner. To mix it up, give an emotion, like grumpy or excited, and have the students practice reading that way.

Phrases/Sentences:
  • Display phrases or sentences for students and give them a copy.
  • Say, “We will read each of these phrases three times. The first time is to be sure we read the word correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast but just right. The third time we read we will be sure the way we read it matches what the words are trying to say.”