



Lesson 79: Day 1

Lucy Lamp Light's Sound

Review

- **PCCs** *ă, ě, g, l, ĭ, ō, s, s=z, ŭ, ck, ss, th* Use the 'Quick Dash' and/or 'Sounds Race' (page 233).

Lucy Lamp Light, her sound, action and song

✓ Preparation and materials

- *BPCC: l* and Review *PCCs* plus **h, t, w**
- *Alphabet Songs CD # 13*
Option: Project lyrics, *TG TR*
- *ABC Book*, p 28
or *Living ABC Software*
- *Vocabulary Cards* for **l**, Word Wall words
- Classroom labels
- *A-Z Copymasters*, **l**

✓ Small group/independent

- *Beginning Sound Pictures* for **l**, and several others
- a flashlight
- *Phonics Workbook 2*
- **l** to picture-code, *TG TR*

- **Lucy Lamp Light** It's listen-and-think time again! (Speak slowly.) This **Letterlander** has a sweet face....and has shoulder length black hair. When it is dark in Letterland, this is one person who loves to help others find their way. She lives in a tall, tall house with a lovely, light on top. She loves lemons so much that she has a lemon colored dress. **Who is she? "Lucy Lamp Light!"** Use the *BPCC* to remind everyone what this long and lovely lady looks like when she is in Letterland. **Can you see that her letter curves at the bottom just a bit, and she is turning one foot that way too? Can you point in that direction? What direction is it? "The Reading Direction."**



Big Picture Code Cards

- **Show her plain letter** and ask the children to point out where her head and lamp shade would go, and her feet. Turn the card over to confirm their answers.
- **Sound** Show her plain letter (*BPCC*) again and rediscover her letter sound using the Sounds Trick, **Lucy Lamp Light, /lll/**. Teach Lucy Lamp Light's Action Trick.
- **Lucy Lamp Light or Number 1** At times you will see Lucy's letter without that curve at the bottom. Then she looks like number one. But if you see her straight line in a word, you can be sure it will be Lucy, hiding behind that letter while she makes her lovely little /lll/ sound.
- **Song** Sing Lucy Lamp Light's *Alphabet Song*. Show the picture side of her *PCC* when you sing her name and the plain side for her sound and Action. (Or use the *Software*.)
- **Letter name** People who don't know about Letterland call this letter an 'l' (ell). We will be using that name later on, too, but right now we want to remember the most important thing about Lucy Lamp Light, and that is her sound. We want to only open our mouths just a lllittle bit when we say it. Say it with me, /lll/. Can you feel your tongue touching the top of your mouth? If you don't let your tongue drop, you can make her sound lllast a lllong time. Let's say it and stretch it out, "/lllll.../".



Lucy Lamp Light's Alphabet Song



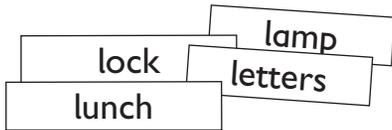
Look, look, look, that lovely light,
It's Lamp Lady's light so bright.

Listen, 'lll...' is what she'll say,
'lll...' for lamp, both night and day.

Look, look, look, that lovely light,
It's Lamp Lady's light so bright.

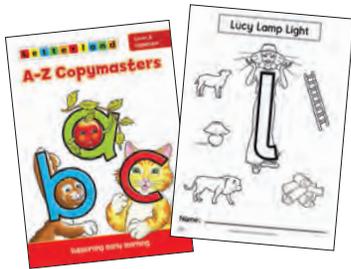


Lucy Lamp Light in ABC book



Word Wall

- let
- leg
- look



A-Z Copymasters



Phonics Workbook 2, Lucy Lamp Light

Phonemic awareness and language development

Listen

- **ABC book** Read about Lucy Lamp Light (or use the *Software*). Emphasize her sound and explore the picture together.
- **Lucy's Words** Go over the pictures and big words on the backs of Lucy's *Vocabulary Cards* and use your children's names and classroom labels (e.g. **letters**) to highlight Lucy Lamp Light's sound. Word Wall: **let, leg, look**.
- **Ask questions and discuss** What do we call Lucy Lamp Light's tall house with a lovely light on top? (**lighthouse**) Now **llll**isten! How many times can you hear Lucy's sound at the start of these words? **Little lambs go leaping down the lane.** (4) When we go to the library does the **librarian** lend us books or give us books? (**lends them**) In the alphabet there are 26..... what? (**letters**) Can you think of a place that starts with Lucy's sound? (**Letterland, Louisiana, London, living room**, also accept street names, shop names, etc.) Praise word: **Lovely!**

Games

- **More questions for Lucy Lamp Light**

What are some of Lucy Lamp Light's favorite animals? **lion, lamb, llama, lizard, lobster, leopard.**

Which meal is Lucy Lamp Light's favorite? breakfast, **lunch**, or supper?

Which fruits does Lucy Lamp Light like best? oranges, **lemons**; apples, or **limes**?

What does Lucy Lamp Light like about thunder storms? **lightning.**

Why is Lucy Lamp Light a lifelong learner? **She loves reading the books in her light house library, she always listens in lessons, and she loves learning.**

- **A-Z Copymaster (SG)** Discuss the pictures and then model finger-tracing, saying Lucy's *Handwriting Verse* as you trace:

Lucy looks like one long line.
Go straight from head to foot
and she's ready to shine.

Observe and help as needed with their tracing and rainbow writing while everyone fills the room with "/lll/ /lll/ /lll/" sounds.

Small group/independent activities

- **Beginning sounds (SG)** Play this game, Lucy Lamp Light's Lost Pictures with children who need more practice listening for Lucy's /l/ sound in words. Spread out the *Beginning Sound Picture* cards picture-side up in random order. Let one child be Lucy Lamp Light. Lucy has lost her pictures in the dark (maybe due to a power failure caused by **lightning**) and we are going to help her find them. **Name all the pictures with the children, emphasizing the beginning sound.** Hand the flashlight to a child who will shine it on one of the pictures beginning with /l/ and name the picture (or say /l/ for the **l** letter card). Lucy picks up the card and says, "**Thank you.**" The other child says, "**You're welcome, Lucy Lamp Light.**" Pass the flashlight on. If you run out of **l** pictures, children may shine the light on other pictures and name the Letterlander and initial sound. After Lucy has all her pictures, she lays them out for all to see and shines the light on each one as the class says the pictured word and the /l/ sound.
- **Phonics Workbook 2 (SG/Ind)** Lucy Lamp Light's page.
- **Pocket chart/table reading (SG)** Build the words over the page with *PCCs* for children to blend and read. Ask for volunteers to try blending a word on their own either before or after the group does. (Details, page 239.)



PCCs: ě, g, h, ě, l, n, ō, s, s=z, t, w, ck, ss, th

Words: lit, let, less, leg, log, logs, lock, locks, thin, thick, with

- **Picture-coding (Ind)** Model picture-coding Lucy Lamp Light and give out large plain l's.