

# Lesson Plan

## Consonant sounds and letters - Same starting sound

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to isolate and pronounce the initial sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- Students will be able to determine what sound the word starts with.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Ticket Formative Assessment (5 minutes)
- Closure (5 minutes)

#### MATERIALS

- Picture cards with CVC words (ex: cat, dog, pig, hat, bed, sun, etc.)
- Whiteboard and markers
- Optional: Phoneme Manipulatives (ex: letter tiles, foam letters)

#### VOCABULARY

- Initial sound
- Phoneme
- CVC words

### INTRODUCTION

1. Introduce the concept of initial sounds by asking students if they can think of a word that starts with the sound /b/ (or another consonant sound of your choice).
2. After a few responses, explain that in this lesson, they will be learning how to identify and pronounce the first sound in words.

### INSTRUCTION

1. Display a picture card with a CVC word and say the word out loud (ex: "cat").
2. Ask the students to repeat the word and then isolate the first sound they hear in the word (ex: "c").
3. Model how to isolate the initial sound by stretching out the word and focusing on the first sound (ex: "c-a-t").
4. Repeat this process with a few more picture cards.
5. Introduce the concept of phonemes and explain that the first sound in a word is also called the first phoneme.

### **GUIDED PRACTICE**

1. Divide the students into small groups and provide each group with a set of picture cards.
2. Instruct the students to take turns choosing a card, saying the word out loud, and then isolating the initial sound (first phoneme) in the word.
3. Encourage the students to support each other and provide feedback on whether they agree or disagree with their peers' responses.

### **INDEPENDENT PRACTICE**

1. Instruct students to work independently to choose a picture card and write the word on their whiteboard.
2. Ask them to then isolate the initial sound (first phoneme) in the word and write that sound on their board as well.
3. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Assign students to find objects around their home that start with a certain sound and bring them to share with the class during the next lesson.

### **EXIT TICKET**

1. Provide each student with a whiteboard and marker.
2. Instruct students to choose a picture card and write the word on their board.
3. Ask them to then isolate the initial sound (first phoneme) in the word and write that sound on their board as well.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor student progress and understanding.
2. The exit ticket and progress monitoring assessments will be

### **CLOSING**

1. Review the concept of identifying initial sounds (first phonemes) in CVC words.
2. Ask students to share one thing they learned during the lesson.

## TEACHING TIPS

To extend the Initial Sound Safari game, provide students with an additional challenge by introducing longer words, such as four-phoneme (CCVC) or five-phoneme (CCVC) words. This will help students build upon their initial sound recognition skills and provide them with more opportunities to practice isolating and pronouncing the first sound (phoneme) in words. You can also incorporate more difficult words by changing the difficulty level of the scavenger hunt, such as hiding the picture cards in harder-to-find locations or using a timer to increase the level of difficulty.

- Model the process of isolating initial sounds in words using stretching and focusing on the first sound in a CVC word.
- Use visual aids, such as picture cards or manipulatives, to help students understand and practice identifying initial sounds in words.
- Provide opportunities for guided and independent practice to reinforce and solidify students' understanding of identifying initial sounds in CVC words.

## MISCONCEPTIONS

- Confusing the first sound (initial phoneme) with the whole word or the vowel sound.
- Struggling to differentiate between similar sounding consonants, such as /b/ and /d/.
- Assuming that all words start with the same sound or that the first letter of a word always represents the first sound.

## EXTENSION

1. Students can practice identifying initial sounds in longer words, such as four-phoneme (CCVC) or five-phoneme (CCVC) words.
2. Students can practice identifying ending sounds (last phonemes) in CVC words.

## INTERVENTION

1. For students who struggle with isolating initial sounds, provide additional modeling and guided practice.
2. For students who need extra support, provide visual aids or manipulatives to help them identify and isolate initial sounds in words.

## COMMON CORE STANDARD

RF.K.2.D - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

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