

Lesson Plan

Consonant sounds and letters - Starting Sounds

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to isolate and pronounce the initial phonemes in three-phoneme (CVC) words.
- Students will be able to identify and match pictures that begin with the same initial phoneme.

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 Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Picture cards with three-phoneme (CVC) words (e.g. cat, dog, sun)
- Whiteboard and markers

VOCABULARY

- Phonemes
- CVC words
- Initial sound
- Match

INTRODUCTION

1. Explain to students that today they will learn how to isolate and pronounce the initial sound in three-phoneme (CVC) words.
2. Display picture cards with three-phoneme (CVC) words (e.g. cat, dog, sun).
3. Ask students to name the pictures and repeat the words after you.

INSTRUCTION

1. Explain to students that every word is made up of smaller sounds called phonemes.
2. Tell students that they will be focusing on the first sound in CVC words, which is the initial sound.
3. Show picture cards with three-phoneme (CVC) words (e.g. cat, dog, sun) and ask students to repeat the words after you.
4. Ask students to listen carefully to the first sound in each word.
5. Say a three-phoneme (CVC) word and ask students to identify and say the initial sound.
6. Repeat with several other words.

GUIDED PRACTICE

1. Divide the students into small groups and provide each group with picture cards with three-phoneme (CVC) words.
2. Instruct the students to work together to identify and say the initial sound of each word.
3. Circulate around the room to provide support and guidance as needed.
4. Then, provide students with a set of three picture cards and ask them to identify which two pictures begin with the same initial sound.

INDEPENDENT PRACTICE

1. Instruct students to work independently to match picture cards with three-phoneme (CVC) words that begin with the same initial sound.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to find and draw pictures of three-phoneme (CVC) words that begin with the same initial sound.
2. Encourage students to bring their pictures to share with the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write the initial sound of a three-phoneme (CVC) word that you say aloud.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor student progress and understanding.
2. The exit card and progress monitoring assessments will be used to determine students' mastery of the objective.

CLOSING

1. Review the concept of isolating and pronouncing the initial sound in three-phoneme (CVC) words.
2. Ask students to share one thing they learned during the lesson.

TEACHING TIPS

After playing the Initial Sound Scavenger Hunt, extend and reinforce learning by having students create their own picture cards with CVC words and initial sounds. This activity not only reinforces their understanding of initial sounds, but it also encourages creativity and ownership of their learning. Encourage students to share their picture cards with the class and play the scavenger hunt again using their creations.

- Use visual aids, such as picture cards, to help students identify the initial sound in three-phoneme words.
- Incorporate games and activities, like matching games, to make the lesson more engaging and interactive.
- Provide students with opportunities to practice identifying the initial sound in independent work.

MISCONCEPTIONS

- Some students may have difficulty identifying the initial sound in a word and may need additional support and practice.
- Students may struggle to distinguish between similar sounds, such as "b" and "p," so it's important to provide them with clear examples and repetition.
- Some students may confuse the initial sound with the first letter of the word, so it's important to clarify the difference between sounds and letters.

EXTENSION

1. Students can practice writing the initial sound of three-phoneme (CVC) words independently.
2. Students can play a matching game with picture cards where they have to match the three-phoneme (CVC) word with a picture that begins with the same initial sound.
3. Students can create their own three-phoneme (CVC) word cards with pictures and play the matching game with a partner.

INTERVENTION

1. For students who struggle with identifying the initial sound, provide additional practice with simpler, one-phoneme words.
2. For students who need extra support, provide a visual aid or prompt to help them identify the initial sound of the word.

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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