

Lesson Plan

Consonant sounds and letters - Starting letters of Words

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to isolate and pronounce the initial sounds (phonemes) and determine which letter a 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 Card Formative
- Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Whiteboard and markers
- Picture cards with images of various objects
- Letter tiles or magnetic letters

VOCABULARY

- Phoneme
- Initial sound
- Letter Word

INTRODUCTION

1. Show students picture cards with different objects on them.
2. Ask them to name the object and the sound they hear at the beginning of the word.
3. Write the corresponding letter on the whiteboard.

INSTRUCTION

1. Explain that words are made up of different sounds called phonemes.
2. Emphasize the importance of knowing the initial sound of a word.
3. Demonstrate identifying the initial sound of a word and matching it with the corresponding letter using the picture cards and letter tiles.

GUIDED PRACTICE

1. Provide each student with a picture card and letter tile.
2. Instruct them to identify the initial sound of the word and place the letter tile next to the corresponding picture card.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently to identify the initial sound of a series of picture cards and write the corresponding letter on the whiteboard.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to find objects around their house and identify the initial sound and corresponding letter.
2. Encourage students to bring their objects to share with the class during the next lesson.

EXIT TICKET

1. Provide each student with a picture card and ask them to identify the initial sound and write the corresponding letter on the whiteboard.

SUMMATIVE

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

CLOSING

1. Review the concept of identifying the initial sound of a word and matching it with the corresponding letter.
2. Ask students to share one thing they learned during the lesson.

TEACHING TIPS

To extend the lesson and challenge students, use the "I Spy" game as an extension activity. Provide students with a wider range of objects or pictures, including those with less obvious initial sounds, to promote critical thinking and phonemic awareness skills.

- Use pictures of familiar objects to engage students and help them identify initial sounds.
- Provide visual aids, such as alphabet charts or sound charts, to help students make connections between sounds and letters.
- Encourage students to practice isolating initial sounds in words through games and activities.

MISCONCEPTIONS

- Students may struggle to identify the initial sound of a word if they are not familiar with the vocabulary or if the word has a silent letter.
- Students may confuse the initial sounds of similar words or letters, such as "b" and "p" or "m" and "n."
- Students may struggle to transfer their phonemic awareness skills to reading and writing if they are not explicitly taught the connections between sounds and letters.

EXTENSION

1. Students can practice identifying and writing the initial sounds and letters of words with multiple phonemes (e.g., "shark," "train").
2. Students can practice identifying and writing the final sounds and letters of words.

INTERVENTION

1. For students who struggle with phonemic awareness, provide additional support by using pictures with minimal distracting backgrounds.
2. For students who need extra support, provide letter-sound correspondence charts or phonics sound charts to reference during the lesson.

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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