

Lesson Plan

Consonant sounds and letters - Same ending sound

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to isolate and pronounce the end sounds (phonemes) of given words.
- Students will be able to determine which two words end with the same sound.

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)
- Closure (5 minutes)

MATERIALS

- Whiteboard and markers
- Picture cards with words (e.g. hat, map, dog, rug, bat, rat)

VOCABULARY

- Phonemes
- End Sounds
- Rhyme

INTRODUCTION

1. Review the concept of rhyming words from previous lessons.
2. Explain that today, we will learn how to identify and pronounce the end sounds of words.

INSTRUCTION

1. Write the words hat and map on the board.
2. Ask the students to identify and say the sounds they hear at the end of each word (e.g. /t/ and /p/).
3. Explain that these sounds are called phonemes.
4. Ask the students to say the two phonemes together (/t/ /p/).
5. Explain that when two words have the same sound at the end, they rhyme.

GUIDED PRACTICE

1. Divide the students into pairs.
2. Give each pair a set of picture cards with words that have different end sounds (e.g. hat, map, dog, rug, bat, rat).
3. Instruct the students to take turns identifying and saying the end sound of each word.
4. Encourage the students to try to find two words with the same end sound.
5. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Give each student a whiteboard and marker.
2. Write the words pan, can, and fan on the board.
3. Instruct the students to identify and say the end sound of each word.
4. Ask the students to write the two words that have the same end sound.
5. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to find three words at home that have the same end sound.
2. Encourage students to bring their words to share with the class during the next lesson.

EXIT TICKET

1. Instruct the students to say a word and identify the end sound.
2. Ask the students to identify another word that has the same end sound.
3. Collect the exit tickets to assess student understanding.

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 used to determine students' mastery of the objective.

CLOSING

1. Review the concept of isolating and pronouncing the end sounds (phonemes) of words.
2. Ask students to share one word that they found that has the same end sound as another word.

TEACHING TIPS

Use the End Sound Match-Up game as an extension activity to provide extra practice for students who have already mastered identifying and matching words with the same end sound. This fun and interactive game can be played in small groups or as a whole class, helping students to reinforce their understanding of phonemes and expand their vocabulary.

- Use a variety of words with different end sounds to provide opportunities for students to practice identifying and pronouncing phonemes.
- Encourage students to use their listening skills to hear the differences in end sounds between words.
- Use hands-on activities, such as picture cards and whiteboards, to engage students and help them visualize the concept of phonemes.

MISCONCEPTIONS

- Students may confuse phonemes with letters or sounds in the middle of words.
- Students may have difficulty distinguishing between similar end sounds, such as /t/ and /d/.
- Students may struggle to identify the correct end sound of a word if it is spelled differently than expected (e.g. "cat" versus "caught").

EXTENSION

- Students can create their own set of picture cards with words that have different end sounds and practice identifying and saying the end sounds.
- Students can practice writing words that have the same end sound and use them to create a rhyming poem or story.

INTERVENTION

- For students who struggle with identifying and pronouncing end sounds, provide additional practice and support with one-on-one instruction or small group activities.
- For students who need extra support with writing, provide sentence starters or visual aids to help them generate ideas and structure their writing.

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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