

Lesson Plan

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Beginning and ending sounds - Lesson 1 of 2

Subject

Reading, Writing, Speaking, and Listening

Grade Levels

1st Grade

Related Academic Standards

Commonwealth of Pennsylvania Standards and Anchors

1.1.1.B

Demonstrate:

- Phonological awareness through phoneme manipulation.
 - Knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.
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Vocabulary

What Tier 3 (content-area specific) vocabulary will be addressed?

Letter - a mark used in writing or printing that stands for a speech sound

Phonemes - a basic unit of sound that can distinguish words

Sound - any one of the noises that are made in speaking /a vowel sound/

Syllable - a word or part of a word in which the voice sounds only once. A syllable always has a vowel sound and usually also has one or more consonant sounds.

Blend - a sequence of two or more consonant sounds within a syllable, as the bl in blend; consonant cluster.

Objectives

1. What do you want students to know and be able to do?

- Differentiate between a letter sound and the letter.
- Distinguish initial and final sounds in single-syllable words.

2. The students will be able to...

- Orally blend three or more spoken phonemes into recognizable words.
- Orally segment single syllable spoken words into their phonemes.

Essential Question(s)

How can the knowledge of language help us to communicate and understand?

Duration

30 - 45 minutes

Materials

manipulatives or picture cards for one syllable words

short a words

- bat
- cat
- fan

short e words

- pen

- ten
- web

short i words

- lip
- pin
- pig

short o words

- dog
- pop
- mop

short u words

- bug
- cup
- sun

Picture Match on Read Write Think through Thinkfinity at <http://www.readwritethink.org/materials/picturematch/>

[work sheets for lesson plan 1](#)

[word cards to use for lesson 1](#)

Suggested Instructional Strategies

Modeling , Explicit Instruction , Auditory , Comprehension

T: The lesson includes working in a large group with auditory and rhythm patterns to introduce the topic. After the introduction activity you will move on to worksheets to see if the students understand beginning and ending sounds. To reinforce what they are learning the students can do individual practice on the computer for students who understand the process. The students who are having difficulty use 2x2 index cards with individual letters. Use one of the vowel families to be stationary and the students will use the letter cards to show which sound is the beginning or ending sound. Give the students 2 choices to choose from when you ask them to pick the beginning or ending sound.

O: The focus of this lesson is to understand beginning and ending sounds and what letter these sounds relate to.

Instructional Procedures

Students will

- Chant beginning and ending phonemes in words
- Match objects or picture cards with the same beginning or ending sound
- Identify whether a key phoneme occurs at the beginning or end of a word
- Connect phonemes with written letters

W: In today's lesson, we are going to look at several pictures or objects. We will say the word and then I will ask you to give me each sound in the word . **Not the letter. Let's try one together - show picture of a *can*.**

What is this a picture of? Let's say all the sounds together k a n.

H: Now let's practice the chant that will go with this activity. **First let's stamp our feet 1 time, slap our knees 1 time and now clap your hands 1 time.** (have students practice several times to get the rhythm).

*Then introduce the word **can**: as they say the /k/ sound they stamp feet, the /a/ they slap their knees and when they say the /n/ sound they clap hands. Say the word 2 times with stamp/slap/clap*

We are going to practice with some other words. Show a picture of a **bat**. **Let's practice the stamp/slap/clap with each sound. If I say /b/ you should stamp your feet and if I say /t/ you should clap your hands.**

Go to the next word. **Now I am going to ask you for the beginning sound or ending sound. If I say the beginning sound you will stamp your feet and say the sound. If I ask for the ending sound you will clap your hands and say the sound.** At this point we are only working on beginning and ending sounds so they will not have to slap knees for the vowel.

E: After you have reviewed each object or picture and the students have started to understand the difference between the beginning and ending sounds you then go to one of the vowel family worksheets and have the complete the page. **Now we are going to practice using our worksheets. What is this a picture of? Let's say the word "bat" now say each sound of the word /b/ /a/ /t/. Okay, let's trace the word and as you trace the letters say each sound.** As they trace the each word, have them sound out each letter then give them a beginning or ending sound and have them circle the letter. **Now listen as I say a beginning or ending sound and you circle the letter that you hear.**

R: To help reinforce what we have been working on you can go to the computers and go on <http://www.readwritethink.org/materials/picturematch/> follow the directions.

E: After the students have practiced on the computer and the worksheets, you can then evaluate how they are doing by using letter cards or letter cubes to put together words by giving the students the beginning and ending sound. They will each use the same vowel sounds but have different beginning and ending letters to use.

Formative Assessment

CATEGORY	1 - having difficulty distinguishing between the beginning, middle or ending sound is.	2 - partially understands where the beginning, middle or ending sound is	3. Proficient in knowing where the beginning, middle and ending sound is	4. Advanced - has no difficulty distinguishing between beginning, middle and ending sound
Letter Sounds	Recognizes and produces few letter sounds	Recognizes and produces half of the letter sounds	Recognizes and produces most letter sounds	Recognizes and produces all letter sounds

Phoneme Segmentation	Does not segment sounds in words	Inconsistently gives beginning, middle or ending sounds in words.	Consistently gives correct beginning, middle or ending sounds in words.	Automatically segments sounds in words.
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Letter Sounds Rubric - can be used for the worksheet activities when they see the letter along with hearing the sound.

Phoneme Segmentation Rubric - this can be used as a quick assessment during the first part of the lesson. It will give you an indication on the students who will need more practice before moving to the worksheets or computer activity.

Related Materials & Resources

"ReadWriteThink: Student Materials: Picture Match." *Homepage - ReadWriteThink*. Web. 01 Mar. 2010.

<http://www.readwritethink.org/materials/picturematch/>.

"[Http://bogglesworldesl.com/cvc_words.htm](http://bogglesworldesl.com/cvc_words.htm)." Web.