

Letter sound correspondence lesson plan

Foundation Statements - Kindergarten	<ul style="list-style-type: none"> - Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics in short predictable texts on familiar topics - Students know and use letters and sounds of the alphabet to attempt to spell known words and use most lower and upper case letters appropriately to construct sentences
Syllabus Outcome	<u>Learning to read:</u> RES1.6 Demonstrates developing reading skills and strategies for reading books, dealing with print and comprehending texts. RES1.8 Identifies some basic language structures and features of texts.
Syllabus Indicators	<ul style="list-style-type: none"> - Says the most common sounds for all the lower-case letters
Best Start Literacy Continuum	Level 1: <ul style="list-style-type: none"> - Says one of the sounds for letters in a given word Level 2: <ul style="list-style-type: none"> - Says some of the sounds for letters in a given word Level 3: <ul style="list-style-type: none"> - Says most of the sounds for letters in a given word
Lesson Objective	<ul style="list-style-type: none"> - Teach letter-sound correspondences - Sequence for introducing letters - The sequence in which letters are introduced is important. In this example letters are introduced using the following sequence: a m t s i f d r o g l h u c b n k v e w j p y x q z T L M F D I N A R H G B x q z J E Q (Carnine, Silbert, Kameenui, & Tarver 2004). It is not the only sequence that can be used but it is a sequence which introduces more useful letters first and helps reduce student confusion. Student confusion is reduced by: separating letters that are visually or aurally similar, <i>ie b and d, n and m</i> from each other in their order of introduction.
Pre-skills	<ul style="list-style-type: none"> - Produce the sound /sss/ - Say the sounds for the letters a, m, t
Materials	<ul style="list-style-type: none"> - Whiteboard with previously learnt letters - Student worksheet for writing activity Bingo Game <ul style="list-style-type: none"> - Bingo cards - Letter cards - Counters
Monitoring	<ul style="list-style-type: none"> - During instruction record names of students on board who you see need further instruction in the small group - Student checklist.
Assessment Criteria	<ul style="list-style-type: none"> - When presented with letters, students will correctly say the sound of the letter with 100% accuracy. - A new letter should not be introduced if students are unable to correctly produce each of the previously taught letters. Instead review the previously introduced letters for several days before moving on.

Instructional Sequence	What to do	Explicit Instruction	Corrective Feedback	Monitoring
<p>Review All previously introduced letters</p>	<p>Write on board several letters that have been previously taught. The most recently taught appears more times in different positions.</p> <div data-bbox="411 584 592 728" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>t m a t m t a t a m</p> </div>	<p>“When I touch a letter you say the sound.</p>	<p>Students may make 2 types of mistakes:</p> <ol style="list-style-type: none"> 1. saying the sound for a different letter 2. a pronunciation error – saying the sound in a distorted manner <p>Correction procedure 1 - Confusion errors</p> <ol style="list-style-type: none"> a. Specifically praise a student who responded correctly b. Model the missed letter. “Listen /mmm/.” c. Test the students on the missed letter, then alternate between it and other previously correctly identified letters eg m, a, m, t, a, m <p>Correction procedure 2</p> <p>Pronunciation errors</p> <ol style="list-style-type: none"> a. Specifically praise a student who responded correctly b. Model the missed letter. “Listen /mmm/.” c. Have student respond and check mouth movements d. If incorrect Teacher models again and says “Watch my mouth.” Then have the student say the sound with you. May take between 5-15 repetitions before a student is correct. Each time model then say with students. e. Test alternating between the missed letter and other letters f. Retest later in lesson 	<p>Informal monitoring Note initials of any students having difficulty on the board. They will receive further instruction and practice in the small group.</p>

Instructional Sequence	What to do	Explicit Instruction	Corrective Feedback	Monitoring
Modelled	Point to the letter /s/.	<p>“Today we are going to learn a new letter-sound. We use this letter’s sound to read and spell words.”</p> <p>“The sound for this letter is /sss/.”</p> <p>“What is the sound for this letter?”</p> <p>“Yes the sound for this letter is /sss/.”</p>	<p>Provide corrective feedback at the point of error in both group and individual practice.</p> <p>Correction procedure</p> <p>Repeat the teacher model – The sound for this letter is /s/. What is the sound for this letter? Continue this procedure until the group is 100% correct.</p> <p>Give specific praise for each correct response.</p>	<p>Informal monitoring</p> <p>Note initials of any students having difficulty on the board. Provide extra response opportunities. Check response during tomorrow’s review.</p>
Guided practice	Provide individual turns on today’s target letter	“What is the sound for this letter?”		<p>Formal monitoring</p> <p>Individual assessment can be completed after every 5 lessons, testing 4-6 of the most recently taught letter sounds. A sample assessment sheet and student monitoring checklist are included.</p>
	Provide individual turns including the new sound among previously learnt sounds. Implement as in the review section.			
Linking to writing and spelling	Model writing the letter /s/	“Look, I’ll write the letter that makes the sound /s/”		
	Go through the modelling and writing of the letter several times	“Your turn to write the letter that makes the sound /sss/”		
Independent practice	Letter-sound bingo game. This is a practice activity for students who know the sounds of the 4 letters	Provide additional small group instruction for any students who have not yet learnt the 4 letter sounds.		

One to one instruction

There will be a small number of students who will require individual instruction in addition to the whole class and small group instruction, in order to learn letter- sound correspondence.

Match to sample would be a useful teaching strategy for one to one instruction in letter-sound correspondence. This strategy enables the teacher to ensure student success during the teaching session.

Once the intervention to target the student's learning needs has been set up by the teacher, it can then be implemented by a school learning support officer or volunteer tutor.

The following is an easy to hard sequence for teaching recognition of a single letter sound:

- Print to print (match)
- Oral to print (identify)
- Print to oral (read)

Materials

- Base board with the target letter sounds (eg a m s t) and matching letter cards.
Alternatively you can use two sets of letter cards.
- Individual student monitoring sheet

See table on next page...

What to do	What to say	Comments
<p>Give a copy of the base board to the student.</p> <p>Match – print to print</p> <ul style="list-style-type: none"> - Tutor says the sound of the letter card and the student places the card on the matching letter on the base board. - Ask student to repeat the sound as they match the card. - Tick match on the monitoring sheet if successful. - Repeat the process with each sound. <p>Identify – oral to print</p> <ul style="list-style-type: none"> - Tutor says a sound and asks the student to pick up the letter card for the sound. - Tick identify on the monitoring sheet if successful. - Repeat with each sound. <p>Read – print to oral</p> <ul style="list-style-type: none"> - The tutor asks the student to say each sound as they point on the grid sheet. - Tick read on the monitoring sheet if successful. - Repeat with each sound. 	<p>The sound for this letter is /sss/. Find s on your board. Put the s on your board. Well done, the sound for this letter is /sss/.</p> <p>Give me the letter that says /sss/. Well done, /sss/.</p> <p>If the student is incorrect or does not respond after 3 seconds say The sound is ... What is the sound?</p> <p>What sound is this? Well done, the sound is /sss/.</p>	<p>This strategy involves errorless learning. If a student looks like they are going to make an error in matching or identifying the letter sound guide their hand to the correct letter.</p> <p>Each time you go through the letter sounds present the cards in a different order to ensure the student really learns the sounds and not just the order.</p> <p>If a student has difficulty learning 4 sounds at a time reduce number of target sounds. Find what works for each student.</p> <p>Student can move on to practice other sounds when he/she completes all the steps successfully three days in a row. If the student is having difficulty learning one particular sound you can still introduce new sounds but continue to include that sound in your teaching until the student achieves accuracy.</p>

Match to sample base board

s	m
a	t
m	s

