**EduTOOLBOX – Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Literacy- Beginning Sounds** |
| **Lesson Title:**  | **Beginning Sound Groups** |
| **Time Frame/Lesson Length:** | 15 minutes |
| **Lesson Setting:**  | This lesson is designed to be taught at a small group table or on a classroom rug. |
| **Grouping of Students** | Groups should be determined based on awareness of beginning sounds. This lesson will work with either heterogeneous (mixed ability levels) or homogeneous (similar ability levels) small groups of 4-5 children. |

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| **Lesson Objective:** | The learner will identify the beginning sound of an object by placing it in the correct group. *Student-Friendly: I can hear beginning sounds.*  |
| **Aligned Standard(s):****(TN-ELDS)** | *PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support* *d. Begin to isolate and pronounce the initial, final, and/or medial vowel  sounds (phonemes) in two- and three-phoneme (VC or CVC) words.* |
| **Assessment Method:**  | The teacher will take notes while students are participating in the activity. The teacher will record which students easily identify the beginning sound, which need more prompting but can still answer correctly with assistance, and which are unable to identify the beginning sound at all.  |

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| **Background Knowledge** | The students will have participated in many letter sound activities to help deepen their knowledge of which letters make which sounds. Students will also have participated in oral phonemic awareness activities helping increase their ability to distinguish letter sounds when spoken. This lesson builds upon their knowledge of the letter sounds by having the students isolate the beginning sound of the object and asking them to determine the letter group it should be in. |
| **Intentional Vocabulary:** | Onset- beginning sound; first sound you hearIt is recommended that the teacher provide a visual or a physical action to help students remember the definition of each word. |
| **Materials Needed:** | * *Objects from around the room beginning with the same sound (choose groups of objects beginning with 3-4 different sounds to scaffold the activity)*
* *Bag/box to put objects in*
* *If desired, letter manipulatives to designate groups*
* *Notepad/clipboard and pens to record notes*
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| **Considerations for Learning:** |  Some students may not be able to identify the name of the object if they have a limited vocabulary or are just learning English. They may only need you to name the object and then they can complete the activity independently.Some items can have more than one name which could make this activity confusing. If a student chooses a different name than the one you predicted but there is still a group for that letter sound, allow the student to keep going with the original name. * Ex. Student calls the “mug” a “cup” but there is a group for /m/ and /c/. Allow the student to put it in the /c/ group and keep going. It is completely okay for you to acknowledge the other name and beginning sound, but it might confuse the child if you try to make them switch the name.

If there is not another group for that letter sound, acknowledge that sometimes we do call it that, but for this activity we will say this. * Ex. *“You’re right. Sometimes we do call that a cup. But for today let’s call it a mug. What is the beginning sound you hear for mug?”*

For higher level students you can prompt them to think of another name for that item and then identify the second sound as well to challenge them further. * Ex. *“That is a cup. Is there another name for that object? Let’s think of the beginning sound for that name too.”*
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| **Lesson Procedures and Questioning** |
| **Lesson Section** | **Detailed Procedure** | **Questioning Sequence** |
| **Introduction:** | Sample teacher talk is in italics.Welcome students to the table/group. Say,  *“Today we are going to do an activity with letter sounds, but first let’s do some thinking. If someone is the first person in our line, what is their job? That’s right, they are the line leader! So the line leader is the first person in line. They are at the beginning of the line. What do you think the word beginning means?”* Allow students a moment to think and share aloud. “*Right, the word beginning means first, or front! We are going to be listening for beginning sounds today. There is a special word for beginning sounds that is really fun to say. Let’s learn this together. Everyone say, ‘onset’. The onset of a word is the beginning sound. So the onset of the word monkey is /m/. Let’s get started with our activity and see what other onsets we can hear.”* | Knowledge and comprehension questions are recommended for the introduction.* “If someone is at the beginning of our line, what is their job?
* “What do you think the word beginning means?”
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| **Exploration:** | Show students the bag/box/basket of items and say, *“I found all of these items around the room, but I need your help putting them into groups. Let’s think. What are some ways we could group these items?”* Let the students name different ways to group the objects, then explain how the activity will go.“*Today we are going to group these objects by their onsets. Remember that onset means the first sound you hear when you say the word. Each one of you will get a turn to pull an object from the bag and tell us what the beginning sound it. We will put the same sounds together to make different groups. Let’s get started.”*Begin the activity with students. Prompt each student to pull an object, identify the name, and then place it into the corresponding group. Continue until all objects are sorted.See ‘Opportunities for Differentiation’ and ‘Considerations for Learning’ below for ways to adapt the activity for all levels of learners.  | Application and analysis questions are recommended for the exploration. * “What are some ways we could group these items?”
* “You said the /m/ sound. Is that the letter m or b?”
* “You said the /m/ sound. Does that sound the same as mouse or ball?”
* “What other objects could we put into that group?”
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| **Closing:** | *“Today we were listening for the onset of words. Who can remember what onset means?* *Onset means the beginning sound. We were sorting the objects in our bag by their beginning sounds. What other sounds can we hear in words?* *We can hear beginning sounds, middle sounds, ending sounds, and even rhyming sounds! You all worked so hard today to listen to the sounds in words and I am so proud! Thank you for working so hard!”*Dismiss students to resume their regular activities and prepare the materials for your next group.  | Creation and evaluation questions are recommended for the closing. * “What does onset mean?”
* “What other sounds can we hear in words?”
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| **Opportunities for Differentiation:** | Additional prompts for students unable to immediately identify beginning sound:* Repeat the word for the student emphasizing the beginning sound
* Orally separate the onset for the student slowly
* Give student two choices for the beginning sound
* Pick another object with the same beginning sound and say the words together

Some students may not be able to identify the name of the object if they have a limited vocabulary or are just learning English. If needed, name the object for them and then let them continue the activity independently.Some students may be able to identify the beginning sound but not the letter that matches. After the student identifies the sound, give them two choices to see if they can match the letter: “You said the /m/ sound. Is that the letter m or b?” or ask them which object already in a group has a similar beginning sound, “You said the /m/ sound. Does that sound the same as mouse or ball? Which group should it be in?”To begin, only use two different beginning sounds for the objects, then add in more challenge by increasing the number of groups to sort into. Ex. /b/ and /m/ sound objects, then /k,/ /p/, and /s/. For higher-level learners, ask them to think of another object that could be in each group. |
| **Extending the Learning:** | After all of the items have been grouped, encourage students to think of more items that could be added to each group.Create an anchor chart during large group time for each letter and allow students to dictate, write, draw, etc. items starting with each letter. You could also create a smaller version using a blank book or binded pages to go in the writing center and students go add to it as the year goes on.Leave the objects in a basket in the library center and allow students to group them independently during free choice time. Include in your newsletter to families that you are practicing beginning sounds and choose a sound per day/week to focus on. Encourage students to bring an object from home (non-living, non-edible, small, etc.) and create a time in the day for students to share their objects. |