

PHONICS LESSON PLAN — *Sound Correspondence*



Task 1: Small Group-Letter-Sound Correspondence Visual Drill

Standard	ELA.K.II: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
Background	Phonics instruction should be explicit, systematic, sequential, and data-driven. A scope and sequence should be used to make sure there are no gaps in instruction, and no assumptions should be made about student knowledge and ability. Phonics skills should be taught daily and taught until mastered. High frequency words should be taught using their letter-sound patterns instead of being memorized, and students should not be encouraged to use pictures or other clues to guess words. This practice, known as “three-cueing” prevents students from building the brain connections that make proficient reading possible.
“I Can” Statement	<i>I can</i> correctly identify letter names and sounds.
Materials	Letter cards
Procedure	<ol style="list-style-type: none">1. The teacher displays a letter card to students.2. The teacher will then model saying the letter name on the card followed by the sound.3. Model one-two times or as needed.4. The teacher will display another letter card to students and ask students to chorally say the letter name and sound with the teacher.5. Repeat one-two times or as needed.6. Direct students that it is their turn to chorally respond by saying the letter name followed by its sound without the teacher’s assistance.7. Repeat step six with the remaining letter cards.
Assessment	Teacher observation
Outcome	Adjust instruction based on student success.

Task 2: Small Group -Letter-Sound Correspondence: Sensory Letters

Standard	ELA.K.II: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. ELA.1.III: Print all upper and lowercase letters using proper letter formation and directionality.
“I Can” Statement	<i>I can match letters to their sounds through writing.</i>
Materials	Sand, shaving cream, sugar, or other mediums
Procedure	<ol style="list-style-type: none">1. The teacher will model the activity for students by saying letter sound and then demonstrating that the students’ role is to repeat the letter name while forming the letter or letter combinations in the medium of their choice.2. Model one-two times or as needed.3. Next, teacher will ask students to write the letter sound that the teacher says, while the teacher is also writing the corresponding letter or letter combination in the chosen medium.4. Repeat one-two times or as needed.5. The teacher will just say the letter sound and students will write the corresponding letter or letter combination in the chosen medium.6. Repeat as desired using different letter sounds.
Assessment	Teacher observation
Outcome	Adjust instruction based on student success.

Task 3: Small Group: Blending Phonemes

Standard	ELA.1.IV: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
“I Can” Statement	<i>I can blend sounds to make words.</i>
Materials	Word cards
Procedure	<ol style="list-style-type: none">1. The teacher will model the activity for students by displaying a word and tapping each letter or letter combinations under the word while saying each sound.2. Model one-two times or as needed.3. Next, the teacher will display a word and ask students to chorally say each sound along with the teacher as they tap under each letter or letter combinations.4. Repeat one-two times or as needed.5. Finally, the teacher will display a word card and tap under each letter or letter combinations while students chorally say the sounds.
Assessment	Teacher observation
Outcome	Adjust instruction based on student success.

Task 4: Small Group - Skill Review-Articulatory Gestures

Standard	ELA.1.IV: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). · Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
“I Can” Statement	<i>I can</i> correctly articulate sounds.
Materials	Mouth position sound cards
Procedure	<ol style="list-style-type: none">1. The teacher will display a mouth position sound card and model producing the correct sound that matches the card shown.2. Repeat one-two times or as needed.3. The teacher will then ask students to say the sound with the teacher when the next card is displayed.4. The teacher will display the card and say the sound identified in the mouth position sound card with students.5. Repeat one-two times or as needed.6. Finally, the students will practice producing the sound that matches the picture card that is shown without the teacher’s support.
Assessment	Student work
Outcome	Adjust instruction based on student success.

Task 5: Small Group- Phoneme Blending Application

Standard	ELA.1.IV: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). · Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
“I Can” Statement	<i>I can</i> blend sounds together to form words.
Materials	Teacher-created phonics skill word list
Procedure	<ol style="list-style-type: none">1. The teacher will model how to blend segmented sounds together.2. Repeat one-two times or as needed.3. The teacher will then say segmented sounds and students will chorally blend sounds to orally form a word with the teacher.4. Repeated one-two times or as needed.5. Finally, the teacher will say segmented sounds and students will chorally blend sounds to orally form a word.6. Repeat.7. The teacher will end the activity by asking students what sound they heard in the final position.
Assessment	Teacher observation
Outcome	Adjust instruction based on student success.

Task 6: Small Group Sound Boxes: Spell it!

Standard	ELA.2.II: Know and apply grade-level phonics and word analysis skills in decoding words. • Know spelling-sound correspondences for additional common vowel teams.
“I Can” Statement	<i>I can</i> spell words correctly through writing.
Materials	Sound box mats, letter tiles, dry erase markers or other writing utensil
Procedure	<ol style="list-style-type: none">1. The teacher will say a word and model for students how to count all the sounds in the word and how to use letter tiles with the sound box mat to map the sounds in the word. Next, the teacher will model writing the whole word under the box. Finally, the teacher will model reading the word that they wrote.2. Model one-two times or as needed.3. The teacher will then ask students to count all the sounds in an orally given word with the teacher.4. Then the teacher and students will use letter tiles with the sound box mat to map the sounds in the orally given word.5. Next, the teacher and students will write the whole words under the sound box and chorally read the words they have written.6. Repeat one-two times or as needed.7. Finally, students will go through steps three-five without teacher support.8. Repeat as needed or as time allows.
Assessment	Teacher observation
Outcome	Adjust instruction based on student success.

Task 7: Small Group: Word Chaining

Standard	ELA.K.II: Know and apply grade-level phonics and word analysis skills in decoding words. • Associate common spellings (graphemes) with the five major short vowel sounds
“I Can” Statement	<i>I can</i> build new words by changing one sound in a word.
Materials	Individual student sound box boards with Velcro, letter-sound spelling cards with Velcro.
Procedure	<ol style="list-style-type: none">1. The teacher models word chaining activity. The teacher says a word and then uses letter-sound tiles to build the given word. Then the teacher says a new word that only changes one sound in the word. The teacher swaps out the sound that changed with the letter-sound card that matches. Example: change snap to snip2. Model one-two times or as needed.3. The teacher then asks students to build a word along with them that is orally provided.4. Once words have been built, the teacher provides students with a new word that is built by only changing one letter sound. The teacher and students build the new word.5. Repeat one-two times or as needed.6. Finally, the students complete steps three and four without teacher support.7. Repeat as time allows.
Assessment	Teacher observation
Outcome	Adjust instruction based on student success.

Task 8: High Frequency Word Work – Heart Words Activity

Standard	ELA.1.II: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Recognize and read grade-appropriate irregularly spelled words. ELA.2.II: Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">• Recognize and read grade-appropriate irregularly spelled words.
“I Can” Statement	<i>I can read and spell heart words.</i>
Materials	Dry erase board, dry erase marker, or word cards and a writing utensil
Procedure	<ol style="list-style-type: none">1. First, the teacher will introduce the high-frequency word on a dry-erase board or word card and then use it in a sentence.2. Next, the teacher will tap out the sounds in the word and repeat the word.3. Then, the teacher will identify the number of sounds heard in the word.4. After that, name the first and last sounds, as well as any other easily identifiable letter sounds.5. Finally, teach students the sound that the letters make that does not follow a regular sound-spelling pattern; this is the part of the word that is the heart letters. Emphasize that this is the tricky part of the word and the part that they need to know by heart. Draw a heart over this part of the word.
Assessment	Teacher observation
Outcome	Adjust instruction based on student success.

Task 9: Writing Application: Sentence Writing

Standard	<p>ELA.1.II: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Know the spelling-sound correspondences for common consonant digraphs. • Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds. • Recognize and read grade-appropriate irregularly spelled words. <p>ELA.1.IV: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <p>ELA.1.V: Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and ending punctuation).
“I Can” Statement	<p><i>I can use my knowledge of phonics pattern and heart words to write a sentence.</i></p>
Materials	<p>Sentences for writing practice, paper or dry erase board, pencil or dry-erase marker</p>
Procedure	<ol style="list-style-type: none"> 1. The teacher will model the activity by reading a sentence and counting the words in the sentence by drawing a line for each word. If any words are heart words, the teacher will draw a heart under the line. Then the teacher will tap out the sounds in each word, pound the whole word, and write the word on the line. Finally, the teacher will check their spelling and use CUPS (capitalization, understanding, and punctuation) to check their sentence. 2. Model one-two times or as needed. 3. The teacher will then ask students to join them in the activity. The teacher will read a sentence. The students and teacher will count the words in the sentence by drawing a line for each word. If any words are heart words, the teacher and students will draw a heart under the line. Then the teacher and students will tap out the sounds in each word, pound the whole word, and write the word on the line. Finally, the teacher and students will check their spelling and use CUPS (capitalization, understanding, and punctuation) to check their sentence. 4. Repeat one-two times or as needed. 5. The teacher will read a sentence. The students will count the words in the sentence by drawing a line for each word. If any words are heart words, the students will draw a heart under the line. Then the students will tap out the sounds in each word, pound the whole word, and write the word on the line. Finally, the teacher and students will check their spelling and use CUPS (capitalization, understanding, and punctuation) to check their sentence. 6. Repeat as needed or as time allows.
Assessment	<p>Teacher observation</p>
Outcome	<p>Adjust instruction based on student success.</p>

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