

Lesson 1: Letter Sound Knowledge, Determining Beginning Sounds

Date: 4/16/2012	Ms Zens, Kerby Elementary School
Common Core Standards:	K.RFS.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Objective:	Student will identify the beginning sounds in words that begin with the sounds (f, h, g, o, s, a, j, y, b, k)
Materials and Supplies:	<ol style="list-style-type: none">1. Three objects that begin with /m/ (mirror, mouse, mini milk carton) in a paper bag.2. Set of lower-case alphabet cards, arranged in alphabetical order at the top of the workspace, in front of student.3. Set of picture cards of the following- fox, horse, game, octopus, seal, apple, jump rope, yellow, bug, king4. Beginning sounds matching activity sheet (Artifact 5)5. Set of animal picture cards for animal-name match activity (frog, elephant, snake, duck, horse, pig)6. Set of animal name cards- same six above plus a few extras to make the activity a bit more challenging (zebra, monkey, lion, cow)7. Animal-Name matching activity sheet (Artifact 6) with the following animals: frog, elephant, snake, duck, horse, pig.
Procedure:	<p>Explanation: "Caitlin, today you and I are going to be listening detectives! We have to listen carefully for the very first sound we hear in words. Do you think you can help me be a listening detective? Good! I am going to show you something, and you will help me figure out what sound you hear first."</p> <p>Modeling With Examples (Hands on Activity): - Reach into bag and pull out three objects that begin with /m/. "What do we have here Caitlin?" [Monkey!] "Yes, a monkey!" (repeat with the other two objects- mint and marble. Then put all three in front of student. "Listen as I say their names again (emphasize /m/)... <u>m</u>onkey, <u>m</u>arble, <u>m</u>int. Hmmm, what sound do you hear at the beginning of all three of these things?" [student should answer /m/.] "Yes! I hear /m/ at the beginning of all three things too! Now, can you find the letter that makes /m/ and pull it down from the top of the desk?" Once student pulls the letter card down, "Yes! M says /m/ you are a great detective! Let's try some more!"</p>

- This time, instead of using the bag of three objects, use a picture card to show the object. Flip over the picture of a fox. "Caitlin, can you tell me what animal this is?" [Fox!] "You're right, a fox!" Slowly repeat the word "fox" emphasizing /f/. "Now, can you tell me the sound you hear at the beginning of fox? Please pull down the letter that shows that sound." Student should locate the f card and bring it down from the top while saying /f/. "Great! I hear /f/ in the beginning of 'fox' too!" Instruct the student to match the picture card with the letter that represents the beginning sound and put them to the side. Repeat with the following pictures (in this order!)- horse, game, octopus, seal, apple, jump rope, yellow, bug, and king. When all of these picture cards have been matched to their beginning sounds, have student repeat the card name and letter sound for all matches. Do the first for an example. "Excellent job Detective Caitlin! Let's look back at what you found, a fox starts like /f/. What about the word horse? Etc..."

Guided Practice:

- Now that the student has completed the hands-on activity with the teacher, she will work through an activity sheet to match a picture with the beginning sound.

- "Caitlin, please pick up your pencil and write your name at the top of this paper. It is now time to use our detective skills to match a sound with a picture that begins with that sound." Point to the first letter (h). "Caitlin I know that h says /h/, can you say that sound with me? /h/ Now, do you see a picture over here that starts with the sound /h/." Student then points to the hat. "Yes! /h/, /h/ hat! Now can you draw a straight line to connect /h/ to the hat?" Repeat with the remaining four letters, reviewing the letter sounds as they are used. Make sure to begin with the letter sound this time, not the pictures. (Artifact 6)

Independent Practice:

- "You did such a great job working with me Detective Caitlin! I think you are already to match a couple pictures and sounds on your own!" Make sure the other letter cards are out of sight now. Replace with animal pictures. "Caitlin, I know you love animals! But these animals have a problem. They're names got all mixed up, so you need to help them! Do you think you can do that?" [Student will answer, "Yes!"] "Let's pick out one animal to start." Pick up the frog. "Detective Caitlin, what kind of animal is this?" [frog] "Yes, a frog (stretch out the word when saying it), what is the first sound you say in the word 'frog'? [Student will then answer /f/, if not, should she blend /fr/ together, make sure to separate the sounds aloud for her and remind her that we are just looking for the very first sound we hear!]" "Great! I'm glad that you figured out frog starts with /f/! Now let's take a look at the animal name cards and find the one that belongs to the frog." Have student match the frog picture with the word card that reads frog. "That's a match, thanks

	<p>for helping the frog find his name. Can you match the other animals (5) all by yourself? Make sure you say their names out loud to yourself and listen for the beginning sound." Monitor as student matches the remaining five animals all by herself.</p> <ul style="list-style-type: none"> - Once all animals have a name matched to them, hand student the answer sheet. "Alright Caitlin, now that you have matched all the animals, I need you to help me write down their names in your neatest Kerby School handwriting." Student will complete the activity sheet (Artifact 7) independently, recording the name of each animal on the lines provided. - "Thank you Detective Caitlin! I'm so glad you could help these animals find their names just by using the beginning sound of the word. Whenever I come across a word that I do not know, the first thing I do is look at the first sound for a clue, let's make sure we do that when we are reading, okay?"
<p>Assessments:</p>	<p><i>Pre-Assessments:</i></p> <ul style="list-style-type: none"> - Caitlin was given a letter recognition assessment and a letter-sound assessment on 3/26/12 (Artifact 1) that I have used to guide the development of this lesson. Incorporating several letter-sounds that she was unable to provide during the pre-assessment (b, e, h, j, g, y, o,) it is my hope that these additional activities will reinforce these sounds and make her more successful when she comes across these letters in the future. - I also administered the MLPP Phoneme Segmentation Assessment (Artifact 3) on 3/29/12 and the Yopp-Singer Test of Phoneme Segmentation (Artifact 4) on 4/2/12. These two assessments proved that Caitlin was having a difficult time determining the single beginning sound of a given word. I used these pre-assessments as a guiding force behind the development on this lesson dealing with initial sound segmentation. <p><i>Post-Assessments:</i></p> <ul style="list-style-type: none"> - I will use the independent practice activity and activity sheet (Artifact 7) to determine if Caitlin is able to successfully use the beginning sound of a given word, an animal name, to determine and match the name of that picture. She will then have to transcribe the name of each animal on her own onto a record sheet. - At the conclusion of both lessons (lesson plans are Artifacts 5 and 8) I will re-administer the Letter Sound Assessment to determine growth as well as the Yopp-Singer Test of Phoneme Segmentation.

Lesson 1 Description and Analysis:

Through the various pre-assessments given to Caitlin (see Artifacts 1-4,) I realized that Caitlin was in need of an in-depth set of phonological awareness lessons and activities (STANDARD VI.) A major area of concern for me is the 16/26 she received on her Letter-Sound Pre-Assessment (Artifact 1.) I gave her this assessment on March 26th, almost exactly one month to the day that she started with me in my all day Kindergarten classroom. Although she had made much progress in the month previous to this pre-assessment, I am definitely not satisfied with any of my students missing 10 letter sounds in March. By this time, in an all day Kindergarten classroom, it is my expectation that all students have at least their 21 consonant sounds mastered. Using the results from Artifact 1, the Letter-Sound Pre-Assessment, I knew that I wanted to put an emphasize on the sounds for the following letters, a, b, e, g, h, i, j, o, u, and y. Providing Caitlin with additional examples using and activities that include these ten sounds was a goal of mine when developing lesson plans. I will also use this information in the general classroom on a daily basis. These are the letters she is struggling with, these are the letters she needs to master, and this is a skill she will need to acquire in order to be successful for the duration of her Kindergarten year and into first grade. Bringing Caitlin “up to speed” with the rest of her peers and allowing her to complete the same work that they complete is another goal of mine for the remainder of the school year (STANDARD IV.)

When designing the first lesson for my case study, I reviewed Caitlin’s MLPP “Phoneme Segmentation” pre-assessment (Artifact 3) as well as the “Yopp-Singer Test of Phoneme Segmentation” (Artifact 4.) These pre-tests demonstrated that Caitlin had an

extremely difficult time segmenting words, especially when it came to the beginning sound (STANDARD VI.) More often than not, Caitlin tried to segment by giving me the initial consonant sound, blended together with the next letter (usually a vowel.) Take her first answer on Artifact 3 for example; the word is “pat.” Caitlin segmented the word as, /pa/ /t/, she didn’t differentiate the initial consonant sound from the interior vowel in the word pat. After noticing this pattern, I realized Caitlin needed help determining the beginning sound by isolating the initial letter-sound only!

I decided to create a fun atmosphere with Caitlin during her individualized lesson by developing a fun scenario to get the activities started. It was my goal to have Caitlin enjoy the additional time she is spending with me, and not feel like she was doing additional work (STANDARD IV.) Beginning the lesson with a detective scenario was my way of getting Caitlin excited about the work we were about to do; she loves to help others and feel important (STANDARD III.) I began the lesson with a brief explanation where I asked for her assistance as a detective because we needed to listen very carefully for the beginning sounds in a given word. Caitlin got really into it, giving me a big ‘thumbs up’ and shook her head to agree that she would definitely help me out. This introduction and explanation made my expectations and plan for the lesson very clear for my student. From there, I wanted to make sure she was clear about what we would be doing during this first lesson, so I pulled out a bag full of three items, each beginning with the same sound. Reaching into the bag, we found a mirror, mouse, and small milk carton. Saying them slowly and clearly, with an emphasis on the initial consonant sound, /m/, Caitlin quickly realized that they all started with /m./ When prompted to, she was also able to point to the ‘m’ letter card too. I decided to model with this letter as an example because it was a familiar

letter and letter sound for Caitlin. I wanted to make sure that Caitlin felt successful and secure with the concepts we were discussing before diving into a subject area that she had shown difficulty with (STANDARD IV.) For additional modeling examples, I decided to incorporate some of the letter-sounds that Caitlin was having difficulty with to encourage proper usage of these sounds. Using picture cards, Caitlin helped me “detect” a series of beginning sounds such as /j/ in jump rope, /g/ in game, and /y/ in yellow, all sounds that proved difficult for Caitlin on the pre-tests. One thing that Caitlin did during this portion of the lesson was tell me the letter name, instead of the sound. For example, when working through the first example, fox, Caitlin shouted out “F!” Although ‘fox’ does in fact start with the letter f, I wanted Caitlin to be listening carefully for the sound she hears at the beginning of the sound, an important portion of phonological awareness (STANDARD I.) It was my goal that she heard the sound by saying the word (fox) slowly, then tell me the beginning sound, and finally associating the letter name with the /f/ sound, “We should teach awareness of the sound system (phonology) and anchor letters to it” (Moats, 1998, p. 4.) During this activity, Caitlin showed little difficulty isolating that beginning sound. She did however have confusion with the letter sound /f/, as she pointed to the letter v; this will prove to be a reoccurring error Caitlin makes during lesson two as well.

Caitlin demonstrated early on in the lesson that when she takes her time to think about a word and say it slowly out loud to herself, she has great success deciphering the initial consonant sound and pointing to the associated letter. This statement is exhibited in Artifact 5, the Beginning Sound Activity Sheet. She easily stated the given sound aloud to me, and located the picture whose name begins with that sound. She even showed improvements with her ability to recognize and say the letter sound for h and j.

Since I planned on using the independent practice as an informal assessment of this concept, I wanted to make sure that this activity was similar in format to the previous activities (STANDARD V.) I also wanted to make sure it was something interesting to Caitlin, to keep her focused. I chose to create an activity that revolved around animals because Caitlin is always talking about animals; she has a cat and dog of her own at home too (STANDARDS III and IV.) I developed an activity where Caitlin is given an animal and must figure out the beginning sound of this animal's name. Using that beginning sound, she must then match the name of the animal that is printed on a different card. It was my hope that this activity would require Caitlin to first focus on the beginning letter of a word to determine what the word says. This is a developmentally appropriate skill that Kindergartners should possess in order to be successful when reading independently (STANDARD I.) Caitlin had very little difficulty stating the name of the animal picture card, and searching for a printed animal name that began with the first sound she heard. With ease, she matched all six animals and transcribed their names onto Artifact 6. In Caitlin's case, her handwriting and pencil grip are very poor, I try to have her writing throughout the day in order to build those critical small motor muscles in her hands in order to strengthen her grip and increase her chances for success in that area as well.

Both artifacts from this first lesson, Artifacts 5 and 6, demonstrate that Caitlin is grasping the phonological skill of beginning sounds. She was able to go from sound to letter (during the modeling and independent practice sections) and from letter sound to picture during the guided practice activity (STANDARD 6.)

Lesson 1 Reflection:

Reflecting back upon Caitlin's first lesson, the method and variety of activities proved to be a successful approach for this particular student. Caitlin is a child who enjoys pleasing her teacher, receiving praise, and really thrives on independent activities where she is working one-on-one with her instructor. Having her use a set of alphabet cards to determine which letter sound she heard at the beginning of a given word successful allowed her to isolate the individual letter sound she hears. During a majority of the phoneme segmentation examples on her pre-assessments she gave not only the initial sound, but blended to the vowel as well. This explanation and research prove that students have more trouble segmenting sounds than blending them together, "Children can generally blend phonological information before they can segment phonological information of the same linguistic complexity" (Anthony & Francis, 2005, p. 256.) Isolating just the letter sounds found on her alphabet cards required her to think, hear, and repeat the initial sounds in an isolated fashion.

Should I have to complete this lesson again, there is honestly not very much I would change about it. The two goals I had for the lesson of additional letter-sound practice, especially with the ten sounds that proved to be challenging for Caitlin and to listen carefully for the very first sound she hears in a given word were both obtained in this lesson. If I had a chance to re-do the lesson with the same student and the same situation, I would want to include additional guided practice opportunities that require the student to simply verbalize the letter sound she hears, without the use of a written letter as a guide. Caitlin was highly successful on all tasks and activities in this lesson, both with and without my assistance. I would want to increase the level of difficulty for Caitlin if I did the lesson

again. Additionally, I am so pleased with the sequence, scope, and goals of this particular lesson that I anticipate using it again with other struggling literacy students in my classroom. This lesson could easily be adapted to fit the needs of another child by altering the picture cards to include sounds that that individual child is having trouble producing or recognizing.

The next step in Caitlin's study can be found in lesson two of this case study. Now that she seems to have a handle on listening for and distinguishing initial sounds in words, she must listen for the remainder of the word. Understanding that all words are made up of individual sound chunks, or phonemes, is another concept Caitlin must become comfortable with. She will not only be listening for the beginning sound of a word, she must "stretch" out the sounds she hears in a given word to determine the letters being used to represent those sounds. Before introducing her to specific sounds and the letters they are associated with, I want her to listen to closely to determine the number of sounds she hears. This will get her thinking about a word being the creation of a string of various letter sounds. Once these skills are mastered, Caitlin will have greater success segmenting words, which will ultimately help her as she attempts to write words and read words independently.