

Date: _____

Consonant Review

PLAN

Component: Phonics

Instructional Activity: Show Me the Letter

Materials Needed: list of previously taught letters



Approximate Time:
10 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to show me how to spell a sound by holding up the letter that represents the sound. We use letters to represent sounds when we are writing words. Knowing which letter makes a sound is important because it is how we read and spell words. You will know you have it when you can find the correct letter to match the sound I say.

Teacher tip: For this lesson, each student will need a set of letters that you are going to focus on.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin, let's review the difference between a letter NAME and a letter SOUND. Every letter has a name that we call it. Every letter also has at least one sound that it makes. Let's look at this letter. Hold up the *Tt* sound-spelling card. The name of this letter is *T*. makes the /t/ sound. Today we will be making letter SOUNDS and finding the letter that shows that sound.

Date: _____

Consonant Review

I DO IT!

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Watch and listen.

First, I will say a sound.

Then, I'm going to think: Point to your head and say aloud, *how do I spell that sound?*

Next, I will find the right card on the sound wall. Model finding the card on the sound wall. This could be a classroom sound wall or individual sound walls.

After I find the card that shows how to spell the sound, I will find the letter in front of me that matches the card, pick it up, and hide it in my hand. Model.

Lastly, I will show the letter and make its sound. Model.

WE DO IT!

Provide guided practice.

Let's try it together!

The sound is /b/. What sound? Students and teacher respond.

Think, "How do I spell that sound?"

Find the card on the sound wall. Students and teacher respond.

Pick up the letter that makes the sound and hide it in your hand. Students and teacher respond.

Show me the letter! Students and teacher respond.

Say the sound the letter makes. Students and teacher respond.

Teacher tip: If students need more practice, do another one together before moving on to the You do it! portion of the lesson.



If students need support with:	Then try this:
Phoneme/grapheme correspondence	Use a smaller number of consonant sounds, slowly add more consonants as the student begins to display mastery

Date: _____

Provide independent practice.

Now, you all will do it by yourselves!

Repeat the routine using the following sounds.

/y/

/h/

/lll/

/p/

/aaa/

Teacher tip: You can do this lesson again with different letters. This task is a great way to practice new letters and sounds while reviewing previously taught letters and sounds.



YOU DO IT!

If students need support with:	Then try this:
Letter sounds	In a small group or one on one using a few sound-spelling cards, ask the student/s – Can you find the letter Y? Point to the letter Y. Remind students of the letter sound by verbalizing the letter name and sound, and a key word. We know Y says /y/ like the first sound of yellow. Y says /y/. Say it with me. Students and teacher repeat – Y says /y/. Repeat 2 – 3 times. Repeat this scaffolded activity with a previously taught letters, using the same letters continue the “Show Me the Letter” routine.

Date: _____

Consonant Review

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice.
Scaffold or correct all errors. Provide specific feedback for accurate responses.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with reviewing consonant sounds, consider utilizing the instructional protocol for word chaining to practice blending and segmenting.

SUPPORT

Additional support. *Provide scaffolded opportunities for students who need more support.*

For students experiencing difficulty with scaffolded instruction, consider provided extra practice with phoneme/grapheme correspondence.