

Date: _____

Continuous Consonant Sounds

PLAN

Component: Phonics

Instructional Activity: Continuous Consonant Sounds - Ss

Materials Needed: Ss sound-spelling card



Approximate Time:
5 minutes



Click here for video example

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

You're going to be learning the letters of the alphabet. We've already been singing the ABC song and playing with sounds in words. Now, you're going to learn the name, sound, and spelling pattern for each letter. You will know you have it when you are able to say the name and the sound for the letter Ss.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

There are two kinds of letters: *consonants* and *vowels*. *Consonants* are the letters that represent sounds made when we use our tongue, teeth, or lips to help make the sound. For example, we use our teeth to block air to make the sound /sss/. Model. We use our teeth and lips to block air when we make the sound /vvv/. Model. *Vowels* are the letters that represent sounds made by opening our mouths, from the wide-open sound /ööö/ to the rounded-lip sound /oo/ (as in *loop*).

We're going to start by learning a *consonant*.

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I DO IT!

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

Display or hold the sound-spelling card for Ss.

- Point to the letter at the top of the card. **The name of this letter is S.**
- Point to the picture. **The sound it makes is /sss/, as in (picture name/keyword).** The sound /sss/ can be held a long time. Listen: /sss/. Hold the sound for 2-3 seconds.
- **I'm going to listen to the letter name again and see if I hear the sound /sss/ in the letter's name: /ěě...sss/ Yes! The letter name, /ěě...sss/, contains the letter sound, /sss/. Knowing the name of the letter will help me remember the sound.**
- Point to the spelling pattern at the bottom of the card. /sss/ is spelled S. If I'm writing a word, and I hear the sound /sss/ in it, most of the time I will write the letter S. S is the spelling for /sss/.
- The name of the letter is S. The sound the letter makes is /sss/. The spelling for /sss/ is S. Remember, /sss/ is a sound that can be held.

WE DO IT!

Provide guided practice.

Let's try it together!

The name of the letter is S. Name? Students: S

The sound the letter makes is /sss/. Sound? Students: /sss/.

The spelling for /sss/ is S. Spelling? Students: S

Review 1-2 times, if needed.

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YOU DO IT!

Provide independent practice.

Your turn. I will hold the card in front of one student at a time. I will ask that student to tell me the *name*, the *sound*, or the *spelling*. Listen closely so you know which one to say out loud.

Hold the card up so everyone can see it. Then, hold the card directly in front of one student and say one of the following:

Name? Student responds: S

Sound? Student responds: /sss/

Spelling? Student responds: S

Repeat the routine so that each student has the opportunity to say the name, the sound, and the spelling.

Teacher Tip: When asking for individual student responses, do NOT go in a predictable order (round robin)! Keep the students on their toes by skipping around, even giving a student the chance to respond to two questions in a row on occasion.



| | |
|---|--|
| If students are: | Then try this: |
| Stating the picture instead of the letter sound | Say, yes , that picture starts with the sound the letter makes. What sound does the picture (keyword) start with? Listen. Say the sounds in the word smoothly, emphasizing the initial sound. What sound does the letter make? Student responds. |

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 continuous consonant sounds, consider introducing blending and segmenting all known sounds.