

Date: _____

Non-Continuous Consonant Sounds

PLAN

Component: Phonics

Instructional Activity: Non-Continuous Consonant Sounds - *Tt*

Materials Needed: *Tt* 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 learn another letter of the alphabet. This time, you'll learn the letter for a sound that *can't* be held. You have to say it quickly. You will know you have it when you are able to say the name, the sound, and one spelling pattern for the letter.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Review, if needed: **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 lips to block air when we make the sound /p/. Model. *Vowels* are the letters that represent sounds made by opening our mouths, from the wide-open sound /ōōō/ to the rounded-lip sound /ōō/ (as in *loop*).**

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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 *Tt*.

- Point to the letter at the top of the card. **The name of this letter is *T*.**
- Point to the picture. **The sound it makes is /t/, as in (picture name/keyword).** The sound /t/ can NOT be held a long time. Listen: /t/. **I have to say the sound quickly, then move on to the next sound in the word.**
- **I'm going to listen to the letter name again and see if I hear the sound /t/ in the letter's name: /tēēē/ Yes! The first sound in the letter name, /tēēē/, is the letter sound, /t/. Knowing the name of the letter will help me remember the sound.**
- Point to the spelling pattern at the bottom of the card. **/t/ is spelled *T*.** If I'm writing a word, and I hear the sound /t/ in it, most of the time I will write the letter *T*. ***T* is the spelling for /t/.**
- **The name of the letter is *T*. The sound the letter makes is /t/. The spelling for /t/ is *T*. Remember, /t/ is a sound that can NOT be held.**

WE DO IT!

Provide guided practice.

Let's try it together!

The name of the letter is *T*. Name? Students: *T*

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

The spelling for /t/ is *T*. Spelling? Students: *T*

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: *T*

Sound? Student responds: /t/

Spelling? Student responds: *T*

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