

Stephanie Evans
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Letter Sounds Lesson Plan

Summary

The lesson is intended for a First Grade class and should last 1 hour to 1 hour and 30 minutes. Its purpose is to help students learn the beginning consonants of new words and use them to make their own alphabet books. The technology that will be used to enhance the student's abilities, is a game called *Letter Sounds* found on the Your Child Learns website: <http://www.yourchildlearns.com/letters/lettersounds.htm>.

The reason I chose the technology tool *Letter Sounds* is because I believe it will help the students I teach to “make the first, vital connection between the letters of the alphabet and the sounds they represent” (<http://www.yourchildlearns.com/letters/letter-sounds.htm>). The connection is accomplished as children see a picture of a word, hear the sounds in that word, then move the picture to the first letter of that word. Thus, the whole mind is working to achieve learning through many different senses. This is the best kind of learning because it is embedded in a variety of areas in the brain.

Intended Learning Outcome

Students will be able to demonstrate an understanding of the relationship between letters and sounds, especially the first consonants, as they play a word association game and make alphabet books individually (Utah Core Curriculum Standard 4, Objective 1).

Materials Needed

- 20 Individual computers with internet access (use school computer lab)
- The game *Letters Sounds* (www.yourchildlearns.com/letters/letter-sounds.htm)
- The book *Alligators All Around* by Maurice Sendak
- 1 Big blank teacher alphabet book
- 1 Flip Chart
- 20 Blank alphabet books
- 20 Boxes of crayons
- 20 Pencils

Instructional Procedures

The full lesson will take place in both the computer lab and the regular classroom. The first part of the lesson will take place in the computer lab and the last part will take place in the regular classroom.

- Students will sit at the front of the computer lab on the floor in a half-circle. The teacher will sit in the front of the half-circle and read an alphabet book entitled, *Alligators All Around*, by Maurice Sendak (the book introduces many new words with the beginning consonant of each letter of the alphabet).
- After the teacher reads the first page, she will stop and point out the first consonant of the represented word. Then she will read the word emphasizing the first consonant. Then the students will be asked, by her, to then read/say the word she just read, emphasizing the first consonant. The teacher will continue to read, point, and emphasize, with her students periodically throughout the reading, until she finishes reading the book to the class.
- The teacher will dismiss her students to sit at a computer. The teacher will sit at the instructional computer at the front of the lab where she will introduce to her students the *Letter Sounds* game on the Your Child Learns website.
- The teacher will show her students how to play the game. Then her students will be given time to play through each level (those who finish all three levels before the rest of the class finishes, may play one additional level of the game). Once everyone has finished playing the game at least once, the teacher will dismiss the class to line up at the door of the computer lab. She will lead her students back to their regular classroom and ask them to sit at the front of the room in a half-circle. She will sit in front of the half-circle.
- Here, the teacher will display the book *Alligators All Around* on the table next to her chair, with the book open to the letter “A” page. She will then take a blank alphabet book, open it to the first page, and paper clip it to her flip chart. She will ask the class what letter the alphabet starts with (she will ask them to look at the alphabet poster if they need help). The teacher will call on student and first write the letter “A” in upper case on the picture section of the paper. Secondly she will write the letter “a” in lower case on the writing section of the page and explain the lower case a is the first consonant of a word they will write.
- The teacher will ask her students: “Who can tell me a word that has the first consonant of an ‘a’?” Students will raise their hands and the teacher will call on one of them. She will write the word by sounding it out with her class. The teacher will repeat this process with the letter “B”.
- The teacher will ask for a volunteer. Students will raise their hands and the teacher will choose one of them to come up and help her. This student will write the letter of their choice from the middle of the alphabet, in upper case in the picture portion of the paper (they may use the class’ alphabet poster if needed). Then, that student will be seated. The teacher will ask for a second volunteer and choose another student to come up. This student will be asked to write the chosen letter in lower-case then that student will be seated. The teacher will ask for a third volunteer. This student will call on someone to share a word that has the first

consonant of the chosen letter. With the help of the class and the teacher, the student will write the word. The teacher will explain that the process she and her volunteers went through should happen on each page of their alphabet book using each letter of the alphabet.

- The teacher posts the rubric on the flip chart, using paper clips. She explains the rubric and answers any questions regarding it.
- Students are dismissed to their desks. The class helpers will hand out materials to each cluster of desks and students will begin work on their alphabet books, using writing utensils of their choice (e.g., crayons, pencil, or both). The teacher will go around observing and helping students.
- If students finish before the rest of the class, the teacher will instruct them to draw pictures of their describing words next to its upper case letter in the picture section of their book.
- At the end of the activity time, even if students are not finished, students will be asked to put their alphabet books in the writing tub. Later the teacher will assess their work.

Assessment

The teacher will know if the students have demonstrated an understanding of the relationship between letters and sounds, as she observes their ability to place the corresponding picture on the beginning consonant in the *Letter Sounds* game and from their Alphabet Books.

Alphabet Book Rubric

Excellent	Okay	Needs Improvement
All alphabet letters are neatly written in upper case.	13 alphabet letters are neatly written in upper case.	No alphabet letters are written neatly or in upper case.
All of the first consonants of the word describing the page’s letter are written neatly.	13 of the first consonants of the word describing the page’s letter are written neatly	Did not include describing words on 14 or more pages.
There was an effort to spell all describing words on each page.	On 13 of the pages there is an effort to spell the describing word.	There is no effort to spell any describing words.