

Memphis-Shelby County Schools

Division of Early Childhood

Literacy Small Group Activity Ideas

*These activities were developed by Teachers during the November 5<sup>th</sup> District Learning Day (DLD) cohort planning activity.*

**Week of December 16-20**

**Standard:**

**PK. FL.PA.2** Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.

**Objective:**

I can identify the medial sounds of CVC words.

<b>Group 1 (High)</b>	<b>Group 2 (Medium High to Medium)</b>	<b>Group 3 (Medium to Medium Low)</b>	<b>Group 4 (Low)</b>
Students will apply their knowledge of middle sounds to word families. Teacher will introduce a CVC word family (for example “-at” words) students will be provided letter cards for various beginning consonants, and we will create new words in the family by changing the first letter each student will say each new word aloud, emphasizing the middle sound.	Students will have five spaces on the floor each representing a short vowel sound. The teacher or teacher assistant will show a picture of a CVC word or say the word aloud. Students will hop to the space that represents the middle sound that they hear.	There will be 5 cups each labeled with a short vowel sound. Teacher or teacher assistant will show students a picture of a CVC word. Students will repeat the word and identify the middle sound. The students will place a small object, such as a pom-pom in the cup with the corresponding vowel sound.	The teacher or teacher assistant will display a picture of a CVC word and say each word aloud, emphasizing the middle sound. Students will repeat the word focusing on the middle sound. The students will appoint to the picture that makes the middle sound that we make.
Students will choose and copy the correct cvc vowels.	Students will choose and trace the correct cvc vowels.	Students will put a chip on the vowels of the cvc words.	Students will name cvc pictures.
Student will blend CVC words to identify the sound when student is blending using parts of their body.	Student will blend CVC words to identify the sound when student is blending using parts of their body.	Student will identify the initial sound of each cvc words.	Student will identify the initial sound of each cvc words.

TSW use touch, read and write: use their sense of touch to blend phonemes and sound out CVC words, TSW write the words.	Write the letter: TSW write the middle letter of the CVC word under its corresponding picture.	CVC picture match: TSW match the picture to the middle letter that the teacher displays. TSW write the letter.	CVC match: TSW match the picture to the middle letter that the teacher displays. With prompt and support the student will write the letter.
Students identify CVC using puzzle, and make their own word using dry eraser board. Student will identify new word and sound.	TLW use a three section puzzle to identify medial sound like mud, can, or lip.. and write the letters.	TSW identify the medial sound using the picture cards and match the sounds.	TSW call out the medial sound in the picture/ cards given. The student will match the cards.
The students will use picture cards and dry erase boards to spell out CVC words.	The students will use picture cards and magnets letters to identify the missing medial sound.	The student will choose between 2 letters that is present to them as the missing medial sound for the picture.	The students will use picture cards with the word on them. Looking at the cards the student will identify the medial sound.
Students will identify medial sounds of CVC words by saying the sound heard given a picture. Then, teacher will change the picture and students will identify the medial sound changed (e.g. 'fan' to 'fin') and write the new word on a piece of paper.	Students will reach into a "mystery bag" to grab small objects/picture cards and identify the missing middle sound for each word. Each student will write the letter sound they hear in the middle of the word.	Students will cut and glue pictures onto a middle tree sound map by saying the word from the picture and placing that picture in the correct column - a, e, i, o, or u.	Students will use task cards to find the medial sound in CVC words. Students will use the picture to identify the word. Then, students will clip the appropriate middle sound using a clothespin onto the task card. Other students will give a thumbs 👍 or thumbs down 👎 to agree or disagree and tell why.
Use picture cards- Students can choose a picture card without looking at it. Once they look at it, they can identify the missing middle sound for each word.	Use picture cards to create a book using middle sounds or words. Students will be drawing a picture of the picture reviewed under the correct middle sound.	Students will work with picture cards to match the letter to the correct picture that has the same beginning sound.	Students will work with letter cards to match the uppercase letters to its matching lowercase letters.
TSW use identify the middle sounds using Elkonin boxes. Activity-TSW hear the cvc word and move chips to hear each sound and identify the sound heard in the middle.	TSW use identify the middle sounds using cvc word mats. Activity- the students will choose the letter that they hear in the middle after stretching the b,m, e.	TSW use identify the middle sounds using cvc word mats. Activity-The students will use the mats that have the letters to the cvc words and identify where the middle sound is and the sound the letter make.	TSW sort pictures using two the middle sounds . Activity- the students will stretch words using there head, hips and toes. TTW ask what sound did they hear in the middle of the word.

Vowel Intensive Drill (IMSE strategy) words will be differentiated for each group of students.	Vowel Intensive Drill (IMSE strategy) words will be differentiated for each group of students.	Vowel Intensive Drill (IMSE strategy) words will be differentiated for each group of students.	Vowel Intensive Drill (IMSE strategy) words will be differentiated for each group of students.
Students will be shown a picture cards and told the name of an object. Students will write the letter that makes the middle sound in the word. They will name letter and produce sound.	Students will use the magnetic sound sorting games. They will identify the middle sound in words and sort objects by the sound.	Students will use the magnetic sound sorting games. They will identify the beginning sound in the words. They will sort objects by initial sounds. If mastered will move to middle sounds.	Students will use the magnetic sound sorting games. They will identify the beginning sound in the words. They will sort objects by initial sounds. Focus on Letter Bundle
The students will identify missing medial sounds in CVC words using picture cards. The teacher will have each student segment beginning medial and ending sounds. After demonstration students will be allowed to identify medial sounds that's missing from the word	The Students will listen to the Medial sounds in words. The Teacher will stroke the strings of a Guitar for each Medial sound in a word. The student will say the Medial sound that he/she hears in the word	The students will be engage in a uppercase letter matching game using the letter bundle of the week to identify uppercase vowel letter(s).	The students will be engage in a uppercase letter matching game using the letter bundle of the week to identify uppercase vowel letter(s).
The students will use a CVC puzzle to piece the first and medial letter and sound together to make a word.	The students use picture sorts to match the medial sound to the correct vowel letter.	The students will use clothes pins to pin the medial sound to the correct letters using a picture word cards.	The students use snap cube to identify the medial sound using picture cards.
The students will be able to connect each letter with sound to make a complete word.	The student will be able to identify the beginning sound of each CVC word.	The student will be able to identify words with the same sound.	The student will be able to identify each picture with the correct word.