

Memphis-Shelby County Schools

Division of Early Childhood

Literacy Small Group Activity Ideas

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

Week of December 2-6

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 final sounds of CVC words.

Group 1 (High)	Group 2 (Medium High to Medium)	Group 3 (Medium to Medium Low)	Group 4 (Low)
SWBAT sort the following syllables into 2,3,4 word groups: Cupcake, banana, classroom, taco, hamburger, lemon, juice. Write the numbers 2, 3, 4 on cards, write the syllable words on cards and sort words. Students will write cupcake and underline the two syllables in the word.	With assistance SWBAT clap syllables for the following words: cupcake, banana, classroom, taco, hamburger, lemon, juice, jellybean, eggplant, birthday, toast, marker, backpack, pencil, champion. With assistance, SWBAT write taco and underline the two syllables in the word.	With assistance SWBAT clap syllables for the following words: jellybean, eggplant, birthday, toast, marker, backpack, pencil, computer, bubbles, champion. With assistance, SWBAT write toast and underline the word to show one syllable.	With assistance SWBAT sort the following items into groups: bus, glue, rock, baby, panda, carrot, screwdriver, tomato, blueberry, iguana, asparagus, excavator (print pictures of items if not in the classroom already). With assistance, SWBAT to write tock and underline the word to show one syllable in the word.
The students will use flash cards to see, say, and spell CVC words.	The students will put together CVC puzzle cards. The puzzle cards will include ending letters to match the beginning letter. Ex. "C" matches to "AT".	The students will use photo cards to find and write CVC words. They will be able to identify by the picture, the ending sound.	The teacher will present photo cards to students to practice snatching the sound from the CVC word.
Given a picture students will write the CVC word. Students will then write a sentence and draw a picture with the word.	Given a CVC word with the last letter missing students will write the final sound. Students will then dictate a sentence with the word.	Given a CVC word with the last letter missing students will write the final sound. (Set of 10 or more) Review Beginning Sounds	Given a word students will identify the final sounds in CVC words. (Set of 5 with modeling) Review the beginning sound.

Students will use puzzles to match the beginning sounds to the correct word.	Students will use puzzles to match the ending sounds to the correct word.	Students will tell how many syllables are in the words given to them.	Students will break up words to form one word.
Students will look at picture cards. They will segment each sound in 10 pictures -bed, pen, net, web, ten, bug, sun, tub, cut, mud and place the letter that corresponds to the final sound in the last Elko box. They will blend the sounds to check to see if it matches the picture. They will write the words too.	Students will use letters that correspond to the final sound only for 8 picture cards. The initial and medial sound will already be given on sheet or notecards. They will write the final sound as well.	Students will use their hand to snatch the final sound of 10 cvc picture word cards.	Students will use their hand to snatch the final sound in five cvc picture word cards.
Students will be shown a CVC picture and asked to identify the beginning, middle, and ending sounds that they hear in the word. Students will then be asked to create their own CVC words. Students will read and create sentences using sight words and CVC pictures. (Materials- CVC picture cards, letter tiles, sight word cards and writing supplies.)	Students will be shown a CVC picture and asked to identify the ending sound that they hear. The students will then use letter tiles to match the ending sound that they heard in the CVC word. (Materials-CVC picture cards, letter tiles, and writing supplies.)	Students will be shown a CVC picture and asked to identify the beginning sound that they hear. The students will then use letter tiles to match the beginning sound that they heard in the CVC word. (Materials- CVC picture cards, letter tiles, and writing supplies.)	Students will be shown the letter cards for Letter Bundle 3. The students will be asked to identify each letter and the sound that each letter makes. The students will then be given an alphabet mat and asked to locate and cover the correct letter that was called out.
Students will identify the final sounds of CVC words. They will create 4 CVC words using onsets and rimes and identify the final consonant sounds.	Students will identify the final sounds of CVC words. They will create 3 CVC words using onsets and rimes and identify the final consonant sounds.	Students will identify the final sounds of given CVC words after reviewing final consonant sounds.	Students will identify the final sounds of given CVC words after reviewing final consonant sounds.
Students will use CVC word Peg charts to identify final sounds in CVC words.	Students will use CVC word Peg charts to identify final sounds in CVC words.	Students will use CVC word mats to identify and practice final sounds of CVC words. Specific letters/ sounds that students may struggle with are	Students will practice letter and / sound identification using Traffic Light CVC word cards.

		the basic foundation for the CVC words chosen for this activity.	
Students will work with the letter blocks to create CVC words and identify the final sound of CVC words. We will change the letters as we go.	Students will use letter picture cards to make CVC words with help from Teacher) And identify the final sound of the word. We will change letters as we go.	Students will review CVC words. Sound out the letters in the word and identify the final sound. We will use manipulatives to help student master the objective.	Student will use letter picture cards to identify letters and sounds to help build CVC words. We will work towards identifying final sounds.
Identify & manipulate sounds in complex words recognize and create syllables in multi-syllable words.	recognizing the ending sound of words count & clap in words with two or three syllables	identify the ending sound in simple words count syllables in one-syllable words and two syllable words	recognizing simple words and their sounds. Develop awareness of syllables in one- syllable words
Students will work on an alphabet fluency card by stating the final letter and the sound. Students will then look at the teacher's board with a mixture of letters to state which letter will complete the CVC word and create another word with the same ending.	Students will work on an alphabet fluency card by stating the final letter and the sound. Students will then look at the teacher's board with a mixture of letters to state which letter will complete the CVC word.	Show picture of CVC word such as cat, dog, etc. Say the word to the students and then ask them to identify the initial sound of the word by writing the letter.	Students will draw a card, say the word aloud, and then state the beginning sound. Then the student will move their counter onto the matching letter on the gameboard.
Students will use sight words to identify ending sounds. Student will also use at least three word to make sentences.	Students will use sight words to identify ending sounds. Student will also use at least three word to make sentences.	Students will use sight words ending sound to select pictures for that sound.	Students will use sight words ending sound to select pictures for that sound.
Students will identify if two spoken words have the same ending sound such as rat-cat, dog-cat	Students will identify the final sound in two spoken words with the same ending sound such as pig-wig	Students will identify final sound in spoken words such as dog, cat, etc.	Students will look at a video on ending sounds and identify the ending sounds