

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 9-13

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.

Group 1 (High)	Group 2 (Medium High to Medium)	Group 3 (Medium to Medium Low)	Group 4 (Low)
The students will use Match Mats to focus on the medial sounds of /a/, /e/, /i/, /o/ and /u/. After the students identify the medial sounds, they will sort based on the medial sound identified.	The students will assemble puzzle pieces and identify the letter and medial sounds for CVC words.	The students will use “Snatch the Sound” with pictorial support, to identify the medial sounds of CVC words.	The students will sort CVC words with medial sounds. They will identify the letter that is in the middle and the teacher assistant will model how to make the corresponding medial sounds.
TSW segment the sounds in CVC words from pictures. Then they will identify the letter that corresponds to each sound.	TSW segment the sound in CvC words using sound boxes. TSW identify the letter that corresponds to most sounds.	TSW isolate medial sound in CvC words from picture cards. TSW will sort picture cards by medial sound.	TSW use labeled picture cards of CVC words to track letters left to right and identify middle letter. TSW imitate the teacher modeling how to segment words and isolating medial sound.
Students will be able to write sentences using words that begin with letters N,O,P,R, and S	Students will find items in the classroom that make the medial sound of letters P, O , N, R and S	Students will be able to identify and circle words with medial letter sounds of O, R, and S	Students will be able to clap syllables of CVC words that begin with N, O, P, R and S
Students will use dry erase boards and picture cards to say, build and write cvc words and	Students will engage in interactive Lumio activity dragging the appropriate medial sound for each picture/ word	Students will use clothespin clip cards to match the initial sound for each picture.	Students will use a match initial sounds using the phonemic awareness match a sound box

identify the medial sound in each word.			with picture mats and miniature objects.
Sound out CVC words and fill in missing letters	Sound out CVC words and write the middle sound	Sound out CVC words and identify the middle sound	Sound out CVC words and identify the middle sound
Students will reach into a mystery bag to pull out a object then they have to identify the missing middle sound for each word	Students will have to reach in the mystery bag to pull out object to identify the beginning sound	Students will get pic cards to sound out syllables	Students will play the syllable game on ipad.
Scholars will identify the medial sound in each picture presented to them. EXT. Scholars will match middle sounds. They will segment each word. Match the two pictures with the same middle sound (COMPARE). Manipulatives: bean bags	Scholars will identify the medial sound in each picture presented to them. EXT. Find their favorite picture with the middle sound /o/. Draw and label the picture with medial sound /o/. Manipulatives: bean bags	With guidance and support scholars will identify the medial sound in each picture presented to them. EXT. Find their favorite picture with the middle sound /o/. Draw and label the picture with medial sound /o/. Manipulatives: bean bags	With guidance and support scholars will identify the medial sound in each picture presented to them. EXT. Write upper- and lower-case Oo in journals and fish for letter O with magnetic letters and magnetic fishing rod. Manipulatives: bean bags
Snap it: Students will snap together letter blocks using the middle sound to make real and silly words.	Match it: Students will match CVC words in with the alphabets in the correct order w a pic of words to be spelled, sounding out the middle sound.	Use “Find & Write CVC words” to have students use tongs to grab words from pellets. Match the word with the picture & sound out the vowel then write word and circle the vowel.	Use “Find & Write CVC words” to have students use tongs to grab words from pellets. Match the word with picture and sound out the vowel.
Students will first name the vowels being a,e,i,o,u and their normal placement in words. Then, students will see and name picture cards. Students will then slowly say the name of the object in the picture and attempt to name the letter from the sounds they hear. As they build the word, students will name the letter in the middle position of the word they created.	Students will play “I spy”. Picture cards will be scattered on the table. Say “I spy my little something that has the middle sound ____.” Have students then come up and point to a picture that matches the middle sound said.	Students will first name the letter card and say the letter sound. Cards then will be scattered around the table. Students then will listen to a CVC word. Students will then reach for the correct middle sound heard in the word.	Students will Play a memory game using picture cards. Students will have to match picture cards with the same middle sound.

<p>T will id medial sounds/ letters on cvc words written on math cubes by sounding out pushing / linking words.</p> <p>at and ed word families will be used by students to build words. Students will write a list of words made</p>	<p>T/S will use cubes with letters with medial vowel a and e to build words with at or ed family. S will identify middle sound in words. S will write a list of words made circling middle vowel</p>	<p>T/S will use cubes with letters with medial vowel a and e to build words with at or ed family. S will identify middle sound in words. S will write a list of words made circling middle vowel</p>	<p>T will use math cubes demonstrating CVC words being built with a or e middle sound. T/S will pull words apart and put together while sounding out each letter then saying word. after T says word she will ask S what was the middle sound. S will circle middle sound on prewritten list</p>
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