

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 November 11-15

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)
Using a collection of picture cards, students will work to identify the ending sound that corresponds with the word. (More advanced Cards)	Using a collection of picture cards, students will work to identify the ending sound that corresponds with the word.	Using a collection of picture cards, students will work to identify the ending sound that corresponds with the word (with assistance).	Using a collection of picture cards, students will work to identify the ending sound that corresponds with the word (with assistance).
Students will put together cvc puzzles and identify the initial sounds of the words and write the word. They will also try to make a sentence using the word.	Students will play snap and match and identify the initial sounds of the picture and find other pictures with the same sound.	Students will choose a picture and identify what the beginning sound is.	Students will choose a picture card and identify the letter and beginning sound
Picture card ending sounds: students pull a card which contain a picture and the beginning 2 letters for a CVC. Eg a picture of a car and the letters C and A. Students will sound out and orally produce the final sound. Students will then write the letter that sound belongs to.	Gingerbread ending sound sort: students pull a gingerbread card. They see if they have an ending sound on their board that matches. If they do, they circle the picture. Optional: students can sound out and write the word.	Ending sound BINGO: Using a picture BINGO game, teacher will pull a card and identify the ending sound. Students will then search for an ending sound on their board that matches. Teacher will model and provide supports as needed.	Ending sounds instant learning center: students are given picture manipulatives and sort the pictures into groups by final sound.

Students will have sets of CVC picture cards and write the beginning sound of the words.	Students will identify letters and sounds in letter bundle using elkonin boxes.	Students will have different CVC picture cards and identify the beginning sound of each picture card.	Students will be given a letter from the letter bundle and select the CVC picture cards with the beginning sound.
Cvc word writing with pictures clues	Cvc word reading and blending sounds	Drive and blend	Cvc play dough cards Can I tell you stop?
<ul style="list-style-type: none"> -Students will select a picture card with CVC words. -Students will name the picture on the card. -Students will say the correct ending sound of the picture. -Students will write the ending sound letter of the picture on a dry erase board. 	<ul style="list-style-type: none"> -Students will select a picture card with CVC words. -Students will recite the alphabet. -Students will say the correct ending sound of the picture. -Students will write the ending sound letter of the picture on a dry erase board. 	<ul style="list-style-type: none"> -Students will select a picture card with CVC words. -Students will recite the alphabet. -Students will trace and try to sound out the last letter of the CVC word. 	<ul style="list-style-type: none"> -Students will identify picture card with CVC words. -Students will form letters using play-doh mats.
<p>Final Sound Hopscotch</p> <p>Draw a hopscotch grid with different final sounds in each square. Call out a CVC word, and the students hop to the square with the matching final sound.</p>	<p>Rhyming Pairs</p> <p>Provide pairs of CVC words that rhyme (e.g., cat-hat, dog-log). Ask the students to identify the final constant sound that is the same in both words.</p>	<p>Final Sound Bingo</p> <p>Make bingo cards with pictures of CVC words. Call out the words, focusing on the final constant sound. Students place a marker on the corresponding picture if they have it on their card.</p>	<p>Sound Matching</p> <p>Prepare picture cards of CVC words (e.g., cat, dog, bed) Say a word and ask the students to find the picture that matches the word. Emphasize the final constant sound and ask them to repeat it.</p>
Word family cards: Using word family cards (op et at us) student will make new words emphasizing the final sound	Find the correct picture of the CVC words. Draw a line to the picture and write the word	CVC puzzles: Have students put together the CVC puzzles using the pictures and the word family emphasizing the final sound	Alphabet recognition and tracing: Trace the alphabets of the week: Hh; Jj; Ll; Mm; Ee
Students will use magnetic letters and pictures to identify the ending/final sounds in CVC words ending with the letters p,g,m,d and f.	Students will use magnetic letters and pictures to identify the ending/final sounds in CVC words ending with letters p,d,g, and m.	Students will use magnetic letters and pictures to identify the ending/final sounds in CVC words ending with letters p,d and g.	Students will use magnetic letters and pictures to identify the ending/final sounds in CVC words ending with letters p and g.
Students will be given a picture card. They will identify and state the name of the picture. They will say the final sound they hear	Students will be given a picture card. They will identify and state the name of the picture. They will say the final sound they hear	Students will be given a picture card. They will identify and state the name of the picture. They will say the final sound they hear	Students will be given a picture card. They will identify and state the name of the picture. They will say the final sound they hear

after naming the picture. The students will write the CVC words to match the picture cards. They will circle and identify the final sound they hear in each CVC word. (Students will take turns and repeat the activity with additional cards.)	after naming the picture. They will use magnetic letters to sound out and spell the CVC words. They will move and identify the final sound for each picture card. (Students will take turns and repeat the activity with additional cards.)	after naming the picture. Students will use a magnetic letter to identify and match it to the ending sound they hear. (Students will take turns and repeat the activity with additional cards.)	after naming the picture. (Students will take turns and repeat the activity with additional cards.)
The students will use clips and picture/sound cards and will mark the beginning, middle and ending sound of the CVC words with a clip.	The students will use clips and picture/sound cards and mark only the ending sound of CVC words.	The group will use a block and mark only the ending sound in Elkonin boxes of the CVC words.	The students will use a block to mark the beginning sound in Elkonin boxes of the CVC words.
Students will be shown pictures of 3 letter words with the incomplete word shown as well. The "I Do, We Do, They Do, You Do" instructional strategy will be used. The teacher will ask the students what the picture represents. For example, the teacher will show a picture of a pig, so the students are expected to respond by saying pig. Then the teacher will sound out the word pig. As the teacher sounds it out, the teacher will have a sheet with 3 square boxes. The initial and middle letters will be shown already in the boxes. For each sound the teacher will point to a box going left to right. When the teacher gets to the final sound in pig which is "g," the teacher will hold her/his finger there and repeat	Students will be shown pictures of 3 letter words with the incomplete word shown as well. The "I Do, We Do, They Do, You Do" instructional strategy will be used. The teacher will ask the students what the picture represents. For example, the teacher will show a picture of a pig, so the students are expected to respond by saying pig. Then the teacher will sound out the word pig. As the teacher sounds it out, the teacher will have a sheet with 3 square boxes. The initial and middle letters will be shown already in the boxes. For each sound the teacher will point to a box going left to right. When the teacher gets to the final sound in pig which is "g," the teacher will hold her/his finger there and repeat	Students will be shown pictures of 3 letter words with the complete word shown as well. The "I Do, We Do, They Do, You Do" instructional strategy will be used. The teacher will ask the students what the picture represents. For example, the teacher will show a picture of a pig, so the students are expected to respond by saying pig. Then the teacher will sound out the word pig. As the teacher sounds it out, the teacher will have a sheet with 3 square boxes. The initial, middle, and final letters will be shown already in the boxes. For each sound, the teacher will point to a box going left to right. When the teacher gets to the final sound in pig which is "g," the teacher will hold her/his finger there and	Students will be shown pictures of 3 letter words. The "I Do, We Do, They Do, You Do" instructional strategy will be used. The teacher will ask the students what the picture represents. For example, the teacher will show a picture of a pig, so the students are expected to respond by saying pig. Then the teacher will sound out the word pig. As the teacher sounds it out, the teacher will have a sheet with 3 empty boxes. For each sound the teacher will point to a box going left to right. When the teacher gets to the final sound in pig which is "g," the teacher will hold her/his finger there and repeat the sound for the letter "g." "The final sound is "g."

the sound for the letter "g." "The final sound is "g." Then the students will write the letter to fill in the missing letter sound.	the sound for the letter "g." "The final sound is "g." Then the students will use tangible letters to fill in the missing letter sound.	repeat the sound for the letter "g." "The final sound is "g." Then the students will point to and state the final letter name and letter sound.	
The child will state and point to the final sound for CVC words: mop, cup, cat, nut, and hat.	The child will state the final sound for CVC words: mop, cup, cat, nut, and hat.	The child will repeat the final sound for CVC words: man, pan, dog, and hat.	The child will repeat the final sound for CVC words: man, pan, dog, and hat.
<p>“Clip the Sound”</p> <p>The student will identify the missing ending sound by clipping the correct letter that represents the missing sound.</p> <p>Also, use letter clips to construct CVC words, while identifying and producing the correct final sounds.</p>	<p>“Ending Sound Flip Book”</p> <p>The student will create an ending sounding flip book by selecting images that coincide with the given letter sound.</p>	<p>Pairing Ending Sounds</p> <p>The student will identify picture magnets that have the same ending sound by placing each picture magnet on the appropriate letter card.</p>	<p>“What’s the Sound”</p> <p>The students will use the red voice phones to repeat the sound heard directed by the instructor. Also, the students will attempt to identify images from picture cards from given final sounds of CVC words.</p>
I can blend onsets and rimes to form words.	The students will be able to blend onsets and rimes to form words.	The students will be able to tell what new words they can create using the same onsets?	The students will be able to understand the blending of onsets and rimes to form words.