

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 November 18-22**

**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.

<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>
Final Sound CVC Word: students match the letter to the final sound using pictures to spell and blend a CVC word	Final Sound Match students match the letter to the final sound by clipping the clothespin to final sound using picture cards	Final Sound Match students match the letter to the final sound by playing the “I Spy” game	Final Sound Match students match the letter to the final sound by playing the mailbox sorting game
Magnetic Sound Sorting Board with focus on ending sounds	Match the ending sound with picture cards.	Write or trace CVC words and circle the ending sound.	Ending letter/ sound Bingo with teacher assistance using CVC words.
Using Ending Sounds Magnetic Boards, students will match pictures with the same ending sound as the given 3 pictures.	Using Ending Sounds Magnetic Boards, students will match pictures with the same ending sound as the given 2 pictures.	Using Ending Sounds Magnetic Boards, students will match pictures with the same ending sound as the given picture.	Using CVC picture cards and their body, students will snatch the ending sound of the words.
Students will identify and write the 3 to 4 letters CVC word on index cards. Students will circle the final sounds in the CVC word.	Students will identify and write the final sound letter on the whiteboards after the teacher say the CVC word.	Students will identify and point to the final sound in the CVC word on the index cards.	Students will identify and clap the syllables in the CVC word.
CVC build a word	Match a picture with the word.	Find the missing ending sound in the word.	Build a word by matching letters.

Using picture/word cards, students will place the letter of the final sound in the appropriate box under the CVC picture. Then, students will write the word a dry erase board.	Students use CVC picture clip cards to identify the letter sound at the end of each word. Students will identify the word, identify the ending sound, and place a clothes pin on the corresponding letter.	Using picture cards, students will match two pictures that have the same ending sounds. Teacher will distribute CVC picture cards to the group. Students will match their cards with their partner with the matching ending sound.	Students will sort CVC picture cards by the letter of the ending sound. Teacher will place letter on the table and distribute picture cards to each student. Teacher will say the letter sound and students will look at their card to see if they have a matching ending sound to the letter shown.
Given CVC picture cards, students will identify the ending sounds using alphabet manipulatives	Given CVC picture cards, students will identify the ending sounds using alphabet manipulatives	Given CVC picture cards students will identify the initial beginning sounds using alphabet manipulatives	Given CVC picture cards, students will identify beginning letter using the Alphabet splash game
Students will be able to sort picture cards to identify the final sounds of CVC words. Materials used will be 10 Splash Jr activity cards.	Students will be able to sort picture cards to identify the final sounds of CVC words. Materials used will be 5 Splash Jr activity cards.	Students will recognize the final sound of CVC words using picture cards with words.	Students will match two picture cards with words that have the same ending sound.
Students will use a CVC flip chart for ending sounds. Each student will get their own picture card with alphabet letters. The first two letters will be on the card. The student will put the ending letter on. Then students will write the word.	Students will go over the A-Z phonics chart to review sounds. Students will have a picture card with the last letter missing. Students will put the letter that completes the CVC word.	Students will go over the phonics A-Z letter chart to review sounds. Students will have a letter on the table(example-s). Students will be given three cards. Students will decide which two picture cards end in the same sound as the letter on the table.	Students will see a letter (for example(s) in the middle of the table. Students will be given two picture words. Student will choose which one ends in the same sound as the letter on the table.
Teacher will use a game where students will match pictures with the same ending sound. Students will also identify each pictures beginning sound.	Teacher will use a file folder game where students have to match pictures of objects with the same ending sound. Another activity: Students will play an ending sounds game where they draw a picture card and identify the ending sound.	Teacher will use a puzzle where students will have to connect a picture to the matching letter it begins with.	Teacher will have students match upper/lowercase letters for the week {Ee,Hh,Jj,Ll,Mm). Students will say the letter and sound for each.