

K-3 Essential 5, Instruction in Letter-Sound Relationships Sample Video

MAISA Literacy Essentials

<https://youtu.be/O2KVcPpyZ6M>

Narrator: When instruction in letter sound relationships is verbally precise, involving multiple channels and accompanied by opportunities to apply knowledge, that instruction can have a positive effect on literacy development. In this classroom, students are practicing letter sound relationships. By combining letter cards into different words, they will then practice reading these words in silly sentences.

Teacher Megan: When I meet with kids to work on their letters and sounds, they start with their bag of letters and we like to pull them all out and make sure that they know what sound that each letter makes. Alright, today we're going to use some of these letter squares to make some new words, and we're going to move some letters around and find some new words that we can make with them all. Okay? So, take your letters out of your bag and then flip them up so that they're all facing the ceiling. You want to see all the letters so that they're all facing the top. Just like this.

Student: I don't know if this is a D or a B.

Teacher Megan: We're going to call that a P. Okay, so flip it so it looks like a P to you. What are an E and O? What kind of letters are those?

Student: Oh, vowels.

Teacher Megan: Vowels. Nice. When we're working in our group, I want to be able to have my students connect the name of the letter to the sound. It makes what it looks like, which is why we go through naming the sound of the letter and putting it in alphabetical order. As a teacher, it's important that you're giving the correct sound so that when the students are presented with that letter, they're using the correct sound. Now that we have all of our letters in A, B, C order, we're going to make sure that we know all the sounds that they make. Okay, so let's go with A says. E says...

Students Respond

Teacher Megan. Well, let's try that one again. It's very similar to I. Very good. What's a word that starts with E?

Student: Elephant.

Teacher Megan: Elephant. Very good

Student: Every

Teacher: O says

Student: oah

Teacher Megan: Very nice. What does S say?

Students: Ssss, snake.

Teacher Megan: Snake. Excellent. And Nathan, can you join us for T? T says

Student: T-T T-Turtle.

Teacher Megan: Turtle. Perfect. We're going to make a word and we'll pull them down. Sounding out each letter that we make the word. So we made the word sat. So, S-A-T and then I'll ask students, what will you change to make the word set or the word sit? And so they'll have to manipulate their letters to make that different word. They'll have to notice which sound in the word is changing. Is it the beginning? Is it the middle? Is it the end? And then they'll move that letter out and bring the next one in. Let's see if we can make it another word. I want to try and make the word set. Can you show me what you would use to make the word set?

Student: Set? We're always going to need these.

Teacher Megan: T is an important letter today.

Student: Set?

Teacher Megan: You. Set? Oh yeah. Sound that out for me. Nathan.

Student: Set. Set.

Teacher Megan: How would I make, set say sat,

Student: Set, made, sat. Did it.

Teacher Megan: We're going to try the word step,

Student: So

Teacher Megan: Let me listen to, to how I sounded out. Are you ready? S-t-e-p

Student: Oh, I got it.

Teacher Megan: Making words as helpful as readers and writers, because you need to focus on hearing the sounds so that when you're reading, you know how the letters are arranged and what word you need to read. And when you're writing them, as you're writing each letter down to write a word, you need to understand the sounds and where they're at in the word so that you can spell it. After we make and break apart words, they're given a bag of whole words so that they're able to manipulate those and sort them in any way that they choose. And then we come back together and see how each student sorted them. Let's look at our two P words. Okay, so we're going to take a look at our two P words. Okay? So first I want you to point to the word that says pan. Which one of those P words is pan?

Student: Pan? Right here? Pan, pan, pan,

Teacher Megan: Pan. Which one is pan?

Student: Oh yeah, that one.

Teacher Megan: And why'd you switch?

Student: Because this one said pan and that one was pan

Teacher Megan: Let's sound out pan. P-an, pan. Ramon, if you cover up the P, what word is A-N? And so when I add the P, it's now the word.

Student: And so that's one of the words we know. So when we get that word, it helps us with the word.

Teacher Megan: There is a word in that word that you already know. While we are sorting the whole words, it's important that the students are reading them as well. We really want to see how the letter sound, building words that we just did come together in a full word. Let's point to the word top. I want you to find the word top.

Student: Top, top. Top. Top. Top.

Teacher Megan: Very good. So let's flip it over. We already found that word. What about the word? Stop.

Student: Stop. Wait, stop. Look over all the ones we--

Teacher Megan: Yeah, let's do that and then we'll do one more sort before we read.

Student: Okay.

Teacher Megan: Let's find the word tap.

Student: Tap. Oh, I know what that is. Tap. Tap.

Teacher Megan: Tap. Did you find tap, Ramon?

Student: Yeah, it's right there.

Teacher Megan: Can you flip it over? I want to double check. Very good. Alright, so we found tap. What about pen? Did we find pen? Pen. Right.

Student: Here. I found pen.

Teacher Megan: Right here. And what about Tan? And then what about pan? Pan?

Student: Oh, I thought we got that.

Teacher Megan: Did you already find that word?

Student: Yeah

Teacher Megan: Alright, let's flip them all back over. Nathan mentioned something about a word family.

Do we have any words that are in the "an" family? When we're working with letter sounds, it's important that students have the opportunity to practice these skills in all types of way. Whether it's oral and they're repeating the sounds or reading the words to you, they're visually looking at the words, they're moving it around with their hands. So getting some tactile practice in at this age, it's really

important that it's not just a pencil and paper and that they're able to experience it with all of their senses. After we read the words, we are going to now read them in different silly sentences so that students can see the words that they just practiced in a context of reading. And they kind of know why we've been building all these words, why we have been sorting these words, and really what the big idea of our lesson is. So, all of these words that we've been reading just now are going to be part of our silly sentences. So, let's start with the first sentence.

Student: Put the top on the pen.

Teacher Megan: Who's going to put the top on the pen for me?

Student: Me. I already grabbed it. You have to grab it.

Teacher Megan: Thank you very much. Let's read our next sentence.

Student: Put

Teacher Megan: The

Student: Top on the

Teacher Megan: Pan. Who wants to put the top on the pan? Very good. Alright, let's look at the last one.

Student: Put

Teacher Megan: The pen

Student: In the pen in the

Teacher Megan: Hand. Nathan? Awesome. Alright, we got a couple more. Here we go.

Student: Top. Top the...

Teacher Megan: Let's look at that first word. Let's sound it out. Tap. All right. Everybody tap the pen. Yay. All right. Next sentence.

Student: Top tap. Tap the pen.

Teacher Megan: What are we tapping now?

Student: The pen.

Teacher Megan: The pen. Let's try that again. Ready? Yeah, let's tap the pan. Okay. Freeze. Last two sentences.

Student: Tap, tap, tap. Tap the pan.

Teacher Megan: Let's tell sound that word out.

Student: Let tap.

Teacher Megan: Let's start back here.

Student: Tap, tap, tap, tap, tap. Tap the pen on the pen.

Teacher Megan: Pen on the pen. Does that make sense? Pan. Pan.

Student: The pen on the pan.

Teacher Megan: Let's read the last sentence one more time. Before we tap the pen. You will all get a turn to tap the pen. Okay, so let's read it one more time.

Student: Tap, tap, tap, tap. Tap the pen on the pans.

Teacher Megan: One more time just to make sure.

Student: Tap, tap, tap, tap tap the pen on the pan.

Teacher Megan: Okay, before I let you, everybody give a tap. What do we notice about pen and pan? Ramon, what's the difference they have

Student: That one has an E. That has an A. But they both have Ns though.

Teacher Megan: They both have Ns, exactly. And what is this sentence telling us to do?

Student: Tap. Tap. Tap the pen on the pan.

Teacher Megan: So how many times do we need to tap the pen

Student: On the pan? Two. One. Two. Three.

Teacher Megan: Three. How'd you get three?

Student: Because it says tap. It says tap, tap, tap.

Teacher Megan: Three times good. Alright. Nathan? Three times. Oh, is that three?

Student: One, two, three.

Teacher Megan: Good. It's fun to use silly sentences during these types of small group activities because my students are at the age where most things are funny. And so being able to apply something that they have to learn to something that is fun makes them kind of grasp the concept a little bit more. We do these small lessons to work on these skills so that when we're reading the silly sentences, it seems really fun and exciting. But the big idea, the big purpose is that when they're back at their desks or in their partner reading, when they're reading to self or reading to a friend, they're able to use those skills independently.

Narrator: Learn more at literacyessentials.org.