

Early Literacy Foundational Skills

(ELFS)

By Beverly Tyner

LESSON DIRECTIONS

1. Alphabet Matching (Letter and Sound Recognition)

Option 1: Using only the teacher set of letters, the teacher goes over the letter name and the sound of each upper case letter as she places them on the blue board. Then the lower case letters are presented as the teacher places each letter under one of the upper case letters and asks if it matches. The students indicate their answer using thumbs up or thumbs down. The letter name and sound for each letter should be repeated as the upper and lowercase letters are matched.

Option 2: Using the teacher and individual student letter sets for the focus letters, each of the focus capital letters is presented. The teacher holds up one of the letters and says the name and the sound. After the capital letter is placed on the blue board, each student finds the same letter, places it on the table in front of him, and gives the **sound**. Then the teacher presents the lower case letter and asks the students to find the same one and place it under the upper case. Again, students give the sound. This process continues with all the focus letters.

2. Alphabet Production

Using dry erase boards, the teacher first demonstrates the formation of the one letter from the lesson plan. Demonstrate writing the capital letter first. Next, the teacher writes the letter again while the students draw the letter in the air with the teacher. Then students practice making the letter on their boards. They say the sound as they write. If needed the teacher may assist struggling students by making a "dotted"

letter for the student to trace on his own board. The teacher then demonstrates the lower case letter for students to write. Then the teacher writes the letter again while the students draw the letter in the air with the teacher. Again, students should make the letter sound as they write.

3. Guess My Word (Segmenting and Blending Onsets and Rimes for lessons 1-5) and (Segmenting Syllables for lessons 6-26)

The teacher begins by saying "Guess my word." Then the teacher vocally segments the first word from the lesson plan. The teacher will isolate the first sound (the onset) only for lessons 1-5. Example: /b/ /oat/ (boat). After students have correctly identified the word, the teacher shows the students a picture of a boat. Then the teacher says to one student, "Your turn to use the word 'boat' in a sentence." The teacher may want to do the first sentence to model a correct response. If the student fails to give a sentence, the teacher should help the student construct a sentence. Replicate this process for each of the words in the daily lesson. For lessons 6-26, repeat the same process with segmenting syllables instead of onsets and rimes. Example: /wa/ /gon/ (wagon)

4. Sound Boxes (Phoneme Segmenting and Blending- isolate and pronounce the initial, media vowel, and final sounds)

The teacher says, "Now we are going to listen for sounds in some words." The teacher distributes a sound box sheet and one magic button to each student. The teacher will also need these materials for modeling. The teacher then begins by saying, "Our first word is cab. Say cab. Let's touch the sounds in cab. (hold up your hand and touch one finger for each sound- /c/ /a/ /b/). Watch me write the sounds." The teacher then writes the letters in her sound boxes. (The students do not write the letters in the box until they can write them quickly and correctly.) Then say, "Put magic button in the starting box. Put one finger on your magic button. Let's say the sounds in cab the humny way." The teacher

demonstrates moving her magic button into each of the boxes, sound by sound, moving from left to right (the bumpy way). Then the teacher says, "Now we will say the word the smooth (or fast) way." With a sweeping motion from left to right the teacher and students say the sounds more connected as they move their magic buttons across the words. Continue the same procedure with the remainder of the words for the day.

5. Picture Strips (Phoneme Matching and Initial Sound Fluency)

(On the first day of a new set of letters the teacher should hold up the strips one at a time and identify each picture. In subsequent days just review any pictures that may be difficult.)

The teacher distributes a picture strip to each student. The students already have their magic buttons from the previous activity. The teacher then says, "Cover the picture that begins with /b/." (Pronounce the sound NOT the letter name.) Tell students "put that sound in your mouth". The students then place their buttons over the picture on their strips that begin with the letter sound. After checking individual responses and assisting when necessary, students identify the pictures and the button is removed. Then, the teacher presents the rest of the sounds found on the lesson plan using the same process.

NOTE: The sequence and pictures vary for each card so students must think for themselves and not copy their neighbor's response.

6. Letter Strips (Initial Sound Fluency and Initial Sound Isolation)

The teacher first distributes a letter strip and magic button to each student. Using the words listed on the lesson plan, the teacher then says, "Cover the letter sound that 'sandwich' begins with." Check individual responses. It will be reinforcement for beginning sound knowledge if each student quickly tells what picture they covered. Then, the remaining target words on the lesson plan are used following the same process. In the beginning, the teacher may have to give additional clues such as

"Sandwich begins with /s/. Can you find /s/?" The teacher may have to point to each letter and ask, "Is this /s/?"

7. Rhyming Cards (can be used out of group for rhyming bingo)

The teacher first distributes the cards and magic buttons to each student. Using the word pairs given on each day's lesson plan, the teacher says, "Cover the picture that rhymes with _____." (Say the first word of the pair) Before playing, the teacher will want to identify each of the pictures. The activity is over when someone gets "Bingo!"

8. Optional- Evaluation (Daily Progress Monitoring)

Before the students leave the table, the teacher asks each student to identify each letter and say the SOUNDS on their letter strip, and then they can leave the group. Since each of the letters strips is different, there should not be a problem with students just echoing another student.