

# Sound Sort

Student Teacher: Emma Tutino		Date: 4/5/2011
Grade Level: K	Subject: Language Arts	Supervisor: Dr. Fiucci
<b>Preliminary Planning</b>		
PA Standards: Preschool PA Standard 1.1 Learning to Read Independently: 1.1.2 Word Recognition Skills: Identify upper case letters. Associate some names of letters with their shapes and sounds. Identify familiar words and environmental print. 1.1.4 Comprehension and Interpretation: Respond appropriately to directions and stories. 1.1.5 Fluency: Recite rhymes, songs, and familiar text while using tracking. Apply knowledge of letters, words, and sounds to read simple sentences. PA Standards 1.6 Speaking and Listening: 1.6.1 Discussion: listen and respond attentively to conversations. Ask and answer relevant questions.		
Pre-assessment: Students need some work on identifying the beginning sounds of words and matching that to the letter sound.		
Objectives: Students will be able to identify the beginning letter sound of a picture and match it to the corresponding box. Students will be able to recognize and repeat the target words in the book.		
Individual Modifications: For students that need extra help, I will work with them to stretch the word to hear the beginning sound of words.		
Materials: <ul style="list-style-type: none"> <li>• Sound Sort activity boxes</li> <li>• Dr. Seuss's ABC Book</li> <li>• Chalkboard/Whiteboard/Chart paper</li> <li>• Chalk/markers</li> </ul>		
<b>Learning Sequence</b>		
INTO		Time:        minutes
1. We will be learning about beginning letter sounds. Each week we will learn new letters and sounds. This week we are going to be talking about D, M, and S.		
THROUGH		Time:        minutes
2. We are going to look at the letters in Dr. Seuss's ABC Book. Let's see! Here is big D and here is little d. Does anyone think they can write big D on the board for me? (Everyone else should practice on the ground) What about little d? Does anyone want to try little d? Do you know any words that begin with D? (Write the words on the board and remember to look at the names of students). Read what Dr. Seuss has written or have a student try to pronounce the words (or repeat after you). 3. Here is big M and little m. Can anyone write big M? What about little m? Do you know any M words? (Write the words). Read what Dr. Seuss has written. 4. Follow the same procedure for S words.		
BEYOND		Time:        minutes
5. Introduce the game to the students. Explain that there are directions (mainly for adults). Explain what each bucket is and demonstrate with a student. Tell students this will be available for them to practice with during free play. Each day, I will add new pictures or		

objects. Then when we learn new letters the buckets and items will change.
<b>Post Instructional Planning</b>
<p>1. What levels of thinking (Bloom) did your lesson incorporate?  Students will remember words they know in order to brainstorm beginning sound words for each letter. Students will need to interpret that information about what they hear and which letter it is in order to play the game. Students will need to apply what they are learning as well to succeed in the activity. The activity's main focus is using analysis. The students must analyze the beginning sound they hear in order to classify what letter bin the object goes in.</p>
<p>2. How did you evaluate your students' performance?  I will evaluate students performance by having them write the letters on the board or ground. They will brainstorm words with those beginning sounds and I will watch as they play the activity during free play.</p>
<p>3. In what ways have you included safeguards that all children will learn including second language learners and special needs students?  My second language learners should be learning the letters and sounds in English as well. This is a great activity for them to start learning and speaking English. They shouldn't need help identify the objects because they are everyday items or environmental prints.</p>
<p>4. Total Participation Techniques: How did you make sure all students were engaged in your lesson? Mark high-engagement strategies with an asterisk (*).  All students will be involved with the reading and writing of letters. Students will be able to use the activity on their own during free play.</p>
<p>5. Describe the instructional modes that you used in each of your activities (VAKT). Vary these in each lesson.  Visual-students will visually see students write the letters. I will write the words. They can also see the pictures and words in the books. For the activity, they have pictures and objects.  Auditory- Students will listen to me say and pronounce the letters. They will be able to listen to me say the words so they can recognize the sound-letter relationship.  Kinesthetic- All students will write the letters on the ground.  Tactile- Students will be able to feel the ground as they trace out the letters and they will be able to hold the objects in the activity.</p>
<p>6. Describe the changes you would make if you taught this lesson again.</p>
Works Cited: