

Identifying Letters and Sounds

Grade 1 Reading

Learning Objectives

- Students will be able to identify and name letters and their corresponding sounds.
- Students will be able to use **verbal reasoning skills** to identify letters and sounds.
- Students will be able to use **quantitative reasoning skills** to identify letters and sounds.
- Students will be able to use **nonverbal reasoning skills** to identify letters and sounds.

Materials

- Alphabet flashcards
- Letter-sound matching games
- Whiteboard and markers

Procedure

Introduction

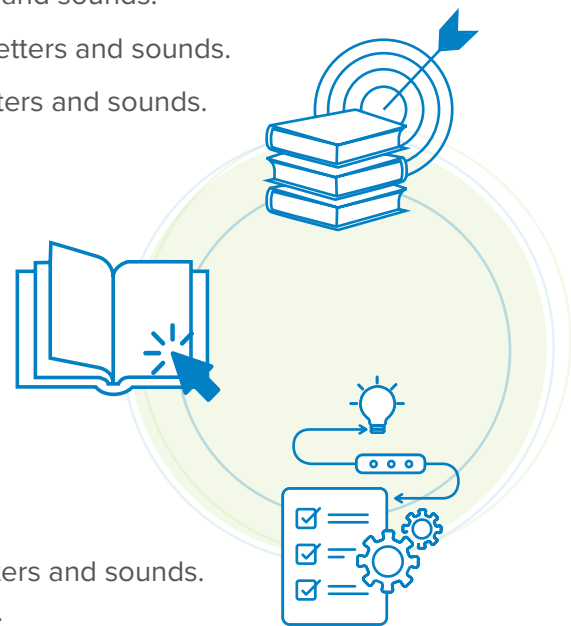
1. Engage students by asking them to share what they know about letters and sounds.
2. Review the concept of letters as symbols used to represent sounds.
3. Explain that today's lesson will focus on identifying letters and their sounds.

Teaching

4. Begin the lesson by reviewing the letters of the alphabet with students. Use the alphabet flashcards to show each letter and say its name and sound.
5. Practice identifying letters and sounds by pointing to a letter and asking students to say the sound associated with it.
6. Model how to match letters to their sounds using a letter-sound matching game.

Guided Practice

7. Provide students with letter-sound matching games and have them practice matching letters to their sounds.
8. Provide support and feedback as needed.



Independent Practice

9. Give each student several letter flashcards to practice with.
10. Ask students to work in pairs or small groups to share their flashcards and discuss the letters and sounds they each have.
11. Use this opportunity to differentiate instruction according to how students learn best:
 - a. **Nonverbal:** Provide students with pictures of objects and ask them to identify the letter that represents the beginning sound of the object's name.
 - b. **Quantitative:** Provide students with questions related to identifying letters and sounds, such as asking them to identify the number of a certain letter that appears in a given sentence. Allow students to work individually or in pairs to answer the questions. Review the answers as a class and discuss any areas of difficulty.
 - c. **Verbal:** Using flashcards, have students (in pairs or with you) go through cards and verbally identify each letter and its sound. Identify letters and/or sounds they don't know, and have students practice those specific letters and sounds.

Closure

12. Ask students to share one thing they learned about identifying letters and sounds today.
13. Summarize the key concepts of the lesson and provide students with an opportunity to ask any questions they may have.
14. To shore up mastery, give students an at-bat by employing their cognitive strength:
 - a. **Verbal:** Have students create their own words using the letters they have learned and share them with a partner or the class.
 - b. **Quantitative:** Have students count the number of times a certain letter appears in a word or sentence.
 - c. **Nonverbal:** Have students draw a picture of an object that starts with a certain letter and ask their classmates to identify the letter and its sound.

Assessment

- Observation of student participation and understanding during guided and independent practice
- Review of completed letter-sound matching games and practice
- Review of explanations given by students in the verbal domain for the sounds associated with each letter.

Extension Activities

- Provide students with more challenging letters and letter sound activities.
- Have students begin to write words and sentences using the letters they have learned.
- Encourage students to practice identifying letters and their sounds in their independent reading.

