



Kindergarten and Grade 1 Reading: Identifying Letters and Sounds

Learning Objective/Standard/ Outcomes/Skills

Students will be able to identify and name letters and their corresponding sounds.

TEKS

- [§110.3, Grade 1: 2A.i, 2A.ii, 2A.iv](#)

Demonstrate phonological awareness by:

- *Producing a series of rhyming words*
- *Recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound*
- *Recognizing the change in spoken word when a specified phoneme is added, changed, or removed*

Common Core

- [CCSS.ELA-LITERACY.L.K.2.C](#)
Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- [CCSS.ELA-LITERACY.L.K.2.D](#)
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Essential Question/Enduring Understanding

Why is it important that we understand how sounds and letters connect?

Why is reading independently such an important life skill?

Words are built on patterns of sounds.

Entry Point/Hook

- **Narrative entry points:** Brainstorm how many words you can come up with that start with the same sound.
- **Logical-Quantitative entry points:** Give students a few sentences to look at, and ask them to count the number of times a certain letter appears. Then ask them what patterns they see in the sentences.
- **Experiential entry points:** Ask students to think of the first sound and letter in their name. Then have them come up with a way to describe themselves with that letter (Magical Megan). Then ask them to draw images that reflect this description (e.g., Megan doing magic tricks).

[Helping All Learners: Entry Points](#)



What kind of differentiated experience will I utilize?

Note: You will use CogAT data to inform the differentiation decisions. *Options for all three relative strengths are offered in the strategies playlist.*

PLC Question 3: Offer flashcards to support students, provide a program with sounds for each letter; group together and meet with small group to help and guide.

PLC Question 4: Allow students who are ready to work with blends and trickier words; group them together to challenge each other.

Transfer, Meaning Making, Acquisition

This activity allows students to connect to concepts through different content materials so they are engaged with the new content in a meaningful way.

Content

Do I want to focus on skills and concepts today, allowing freedom and flexibility in the specific materials or details?

Think Like a Disciplinarian

(Q+)Police Officer: What are the rules we need to know about letters and their sounds, and how do they help us build words?

(V+)Lawyer: Convince your classmates that we must have sounds that partner with letters.

(NV+)Artist: Choose five letters and their sounds and make a piece of art to show us which sound each letter makes.

Process

Do I want to vary how my students manipulate new content so the learning is memorable and engaging?

Product

Do I want to allow students the freedom and flexibility to showcase their learning in a format that makes sense to them?

Reflection on Learning

Use Big Idea graphic organizer with the whole class to guide discussion (put this on chart paper and add ideas as students share).

- Rules:** What rules do we have to follow with letters and their sounds?
- Across the Disciplines:** Where do we see letters and their sounds being used in the world around us? Outside of school?
- Details:** What kinds of letters do we have, and what jobs do they have?



NV: nonverbal; Q: quantitative; PLC: professional learning community; V: verbal.