

Letter – Name Alphabetic Spellers

Letter – Name Alphabetic learners have a basic concept of what a word is and how to write letters. In this stage, students use abbreviated spelling and omit most silent letters when writing. The students begin to stretch out words to isolate beginning, middle, and ending phonemes which leads to the study short vowel families. As a teacher, it is essential to encourage oral language and invented spelling, as well as coaching the students to read leveled books during guided reading. Instructional strategies that should be used at this level are Elkonin Boxes, Making Words Activities, Interactive Writing, and Words Sorts.

Making words activities at this stage are very important because they allow children to listen to the dictation of the teacher and focuses on words with similar rimes and chunks. The children then sort the words and draw attention to common patterns in spelling. Elkonin boxes on the other hand are important because the squares indicate the number of phonemes, not letters in the words to be spelled. There are always two parts to an Elkonin box lesson, spelling the words and reading them. Picture sorts are used during this stage as well as word sorting by beginning consonant blends and digraphs. A further way to teach a student at this level which I believe is the most important is interactive writing. Interactive writing focuses on concepts and conventions about print, sounds in words, and connecting sounds with letters. During interactive writing the teacher and student share the pen and construct a perfect model. Interactive writing is important because it maintains student involvement whether one or two students are working directly on the text at any one time or the rest of the students writing the words on the floor, in the air, or on their partners back.

Digraphs and Blends Picture Sorts

Student Teacher: Alicia Nelson

Date: October 11, 2010

Grade Level:

Subject: Language Arts

Supervisor: Susan Seidenstricker

Letter Name Spellers

PRELIMINARY PLANNING

PA Standards:

1.1.1.B: Demonstrate:Phonological awareness through phoneme manipulation. Knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.

1.6.1.A: Listen actively and respond to others in small and large group situations with appropriate questions and ideas

1.1.1.C: Use increasingly robust vocabulary in oral and written language.

1.1.1.E: Demonstrate accuracy and automaticity in decoding and oral reading of grade level text.

Pre – Assessment:

- Ask the student to make the sounds in the words “dish” and “ash” see if they know the sound “shhh”

Objectives:

- Sort pictures by the beginning blends and digraphs
- Learn to segment and spell both consonant sounds in a blend
- Learn to spell the two letter digraph SH in this lesson

Individual Modifications:

N/A

Materials:

- Picture sorts for each child – “s” “h” “sh”

LEARNING SEQUENCE

Description

Time: 5 minutes

INTO

Introduction/Motivation/ Focus Attention

- The teacher will read the book “ Sheep in a Shop” by Margot Apple is a natural connection with the “sh” sound
- The class will then discuss the book and talk about the “sh” digraph

Description:

Time: 20 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- The teachers will place the headers and display the pictures randomly
- The teacher will begin the sound sort by modeling one word in each column explain what you are doing: Here is a hat. Hat starts like hand so it will be put under the letter “h”
- Continue with the childrens help to do all of the words, the teacher will supply the name of the word as needed
- When all of the pictures have been sorted, name them in columns and check for any that need to be changed
- Ask “Do all of these sounds alike at the beginning?” “Do we need to move any?”
- Repeat the sort with the group, check by naming the picture in each column, and talk about how the words in each column are alike
- The teacher will point out that “sh” is special because it takes two letters to spell the sound.

Description:

Time: 5 times

BEYOND

Closure: (Review, Check for Understandings, Summarize, Future Forecast, Transition)

- The students will cut out the pictures and words to match them on their own in the same way as they did in a group
- The student will then look through their reading materials and word banks that have the targeted diagraphs and then share their answers with the class.