

# FUN WITH PHONICS

1<sup>ST</sup>-3<sup>RD</sup> GRADE

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## OBJECTIVES/GOALS

### STUDENTS WILL BE ABLE TO:

- Recognize a specific letter and the sound that corresponds with it.
- Recognize objects in their lives and environment that start with that letter and letter sound.
- Write out the letter in both lowercase and uppercase writing.

### REQUIRED MATERIALS AND EQUIPMENT:

- YouTube phonic and letter songs (ABC Mouse)
- A white board, chalk board, or Smartboard in the front of the classroom
- Paper
- Tape or staples
- Crayons and pencils
- Individual dry erase boards for students
- Dry erase markers for students

### **ANTICIPATORY SET:**

-Play for students a phonics song that includes the name and the sound of a specific letter. In this example, we will say we are using the letter "P", but it can be used for any letter or letter combination. ABC Mouse has great videos for every letter on YouTube.

### **DIRECT INSTRUCTION:**

-Writing the letter on the board in both lowercase and uppercase. Ask students what the name of the letter is and the sound it makes, allowing to raise their hand if and answer if they already know the answer.

-Reiterate to students what the letter name is and the sound that the letter makes.

-Ask students to give examples of words that start with that sound and letter.

-As a class, sing or come up with a chant/tune that includes the name of the letter, the sound it makes, and examples of the letter in words/objects/places that the students will be familiar with. Use clapping or other body movements to create engagement.

### **GUIDED PRACTICE:**

-Putting the students together in groups of 2-4, give them little homemade books of paper stapled/taped together (or if you'd like, have the students make the books in class together). For each group, ask the students to go around the room (and possibly take them outside too, if possible), and find three or four things that start with the letter of the day.

-Once students find the object, they will draw it in their books (or their "field journals"). You can introduce this activity to students as a scavenger hunt or a safari, or it can be introduced as an investigation, and the students are detectives. Either will be fun!

-If students are advanced enough in their phonemic education, have them write the name of the object on the paper next to their drawings.

### **CLOSURE:**

-Once students are done with their books, have them come to you first to check that their findings corresponded with the letter of the day.

-Once everyone is finished and their books are finished, have students present their books to the class in their groups, telling their classmates what objects they found that begin with that letter.

### **INDEPENDENT PRACTICE:**

-On their own, give students dry erase boards to practice writing their alphabet and draw objects, animals, etc. to correspond with the letters of the alphabet.

### **ASSESSMENT AND FOLLOW UP:**

-While the students do their independent practice, walk around to assess their progress on their own and ask any questions they may have.

-Pull the students aside one on one while they are doing a separate activity later in the day, and ask them questions about the letter that you learned in this activity, such as what it is called, what sound it makes, and an example of a word that starts with it. This can help

gauge and assess whether the student learned from the activity, or if they need further help and instruction.