

EMPOWERING TEACHERS

Phonics Instructional Routine: Letter-Sound Correspondence

Preparation/Materials: Letter sound card for “m”



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- Sounds are noted using / /

- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words that are in print are in “quotation marks”

TEACHER EXPLAINS TASK

We are going to learn letter names and sounds.

TEACHER MODELS TASK

Listen.

Hold up the “m” card. Point to the letter as you speak.

The name of this letter is “m.” The sound of this letter is /m/.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

What is the name of this letter?

- “m”

What is the sound of “m”?

- /m/

Say the sound of “m” with me?

- /m/

Yes. The sound of “m” is /m/.

STUDENTS PRACTICE TASK

Your turn.

What is the name of this letter?

“m”

What is the sound of “m”?

/m/

Yes. The sound of “m” is /m/.

INDEPENDENT PRACTICE

When students consistently produce the correct sound for letter “m,” provide individual turns. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are saying the correct sound for the letter “m.” If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity.

Adaptations using this instructional routine:

- Teach additional letter-sound correspondences.

For further independent student practice, refer to the FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part2.pdf

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