

## 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”

<b>TEACHER EXPLAINS TASK</b>
We are going to learn letter names and sounds.
<b>TEACHER MODELS TASK</b>
Listen. <i>Hold up the “m” card. Point to the letter as you speak.</i> The name of this letter is “m.” The sound of this letter is /m/.
<b>TEACHER &amp; STUDENTS PRACTICE TASK TOGETHER</b>
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/.
<b>STUDENTS PRACTICE TASK</b>
Your turn. What is the name of this letter? “m” What is the sound of “m”? /m/ Yes. The sound of “m” is /m/.
<b>INDEPENDENT PRACTICE</b>
<i>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.</i>
<b>SCAFFOLDING SUGGESTION FOR ERRORS</b>
<i>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.</i>

### Adaptations using this Instructional Routine:

- Teach additional letter-sound correspondences.

Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.

- [P.012 Brown Bag It](#)
- [P.016 Letter-Sound Dominoes](#)
- [P.018 Letter-Sound Pyramid](#)