

Learning Plan

Name: Renee Pierre	Age of Children: Preschool (3-5)	Date: 6/13/2021
Title: Same Sound Sort		

Learning Standards and Outcomes

Learning Standard:

Teaching Strategy Gold

Literacy

- 16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge

Cognitive

- 13. Uses classification skills

Mathematics

- 20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
- 22. Compares and measures
 - c. represents and analyzes data

Physical

- 7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands

Child Outcome:

The student will be able to:

- Identify and name letters
- Use letter-sound knowledge
- Classify
- Counts
- Quantifies
- Represents and analyzes data
- Use fingers and hands

Learning Experience

Describe the Learning Activity/Opportunity:

Same Sound Sort is an activity that supports the children's literacy development of identifying letters and their sounds. This lesson provides children with the understanding that every letter makes a sound and putting the sounds together creates words or names of objects. Children will use their fingers and hands picking up and moving random household objects into groups by the item's beginning letter sound. This activity promotes critical thinking by comprehending and sorting the similarities and differences of letter sounds. Children will use mathematical skills to count and analyze the ending results of the sorting of sounds.

In this activity, children will gather random household objects to compare the beginning letter sounds of each item. This provides a hands-on opportunity for children to explore their environment of real-world objects

playfully. This lesson is open-ended. Children can continue working at the same level until they have mastered the concepts that are being focused on or the complexity can be increased by adding more objects and sounds.

During the activity, children will physically sort objects from their environment to determine if the name of the items have the same beginning sound. The children will read the end results and articulate their findings through counting and identifying how many items are in each group. The children will also be able to communicate their findings and express their thinking verbally.

Materials Needed:

- Random household items
- Paper
- Writing tool

Procedures:

1. ENGAGE:

I will begin this activity by asking the children what they already know about letters and their sounds by questioning, “What sounds do letters make? **Sound** is what the letter says that you hear with your ears.” I will further question and expand their thinking by saying, “How do you know if it is the beginning sound of the word? The **beginning** is how the word starts like the beginning letter of your name.”

I will capture the children’s attention by introducing the idea of playing a game by saying, “Let’s play a sorting game. **Sorting** is to put things into groups that share something that is the same. You will begin by collecting items from around the room and sorting them using the beginning letter sounds. How will you set up your letter sound groups?”

2. EXPLORE:

Once the children have their objects, I will have them begin to say what sounds the objects start with by asking, “What sounds do these items begin with?” I will guide the children in setting up their groups based on their previous answers of how they wanted to set up their groups. As the children begin to sort their objects into groups, I will challenge their literacy knowledge by asking, “Which letter group does this object belong to?” If the children are slow to respond, I will scaffold their learning by saying the word slowly to hear the beginning sound.

3. MAKE SENSE:

To make sense of this activity, I will question the children's thinking of what they have learned by asking, “How do you know that?” This will create higher-order thinking opportunities for the children to process their reasoning skills verbally.

4. CLOSE:

To bring this activity to an end, I will ask the children questions that will support their skills to analyze the data collected from the beginning letter sound sorting by saying, “How many letter-sound groups do you have? How many of the groups have more than one item in them?” This incorporates the interdisciplinary learning of domains connecting early literacy and mathematical skills into one activity. I will finish the lesson by making a personal connection by asking the children if any of the letter sounds are in their name by saying, “Tell me, which letter sounds are in your name?”

5. FOLLOW UP:

I will build on this lesson in the future by reminding the children that all letters make sounds and they can practice them anywhere. For example, children can practice saying the letter sounds when they see letters on license plates, signs, books, and clothing. This activity can be adapted by having the materials preselected before the children play or enhanced by the children having to draw a letter from a pile and search for objects around the environment that begin with the same letter sound. This would only focus on one letter sound at a time to introduce the sounds individually. Also, children can practice writing the letters for the sorting groups using the paper and writing tool.

New vocabulary words that children will develop as part of this learning plan:

- | |
|---|
| 1. Sound: what you hear with your ears |
| 2. Beginning: the start |
| 3. Sort: put in groups based on attributes |

Open-ended questions for each lesson phase that you can ask children as part of this learning plan:**Before the activity:**

1. Tell me, what sounds do letters make?
2. How do you know if it is the beginning sound of the word?
3. How will you set up your letter sound groups?

During the activity:

1. What sounds do these items begin with?
2. Which group does this object belong to?
3. How do you know that?

After the activity:

1. How many of the groups do you have?
2. How many of the groups have more than one item in them?
3. Tell me, which letter sounds are in your name?

This activity is developmentally appropriate for preschool-age children:**Age-appropriate:**

- This activity is developmentally appropriate for preschoolers because they like to play games and are learning to take turns. The children are beginning to understand that print has meaning, individual letters make sounds, and are put together to make words. This lesson is hands-on and provides an open-ended exploration of letter sounds supporting the development of early literacy skills.

Individually appropriate:

- This activity is individually appropriate because it can be adapted to meet the developmental needs of the children. The learning also can be extended to be more challenging based on the children's skill level and abilities. This activity also allows the children to take the lead in their learning by selecting the objects and placing them in the letter sound groups.

Culturally appropriate:

- The activity is culturally appropriate because the children use materials from their home environment, encouraging discourse between them and adults by talking about the objects. This lesson can be

implemented in the home language incorporating their letters and sounds to be more meaningful to the children and family.

Describe how in this activity you promote the following:

Promoting Analysis and Reasoning:

Why and how questions:

- Encourage children to expand upon how they came up to their conclusions. “Why do you think this object goes in this group?”
- Ask the children probing questions to process their thinking on what they already know. “How do you know this object begins with that letter sound?”

Problem-solving:

- Create opportunities that build problem-solving strategies to assist the children when they are stuck. “What will you do if you do not know the letter sounds?”
- Model pronouncing the name of the objects slowly for the children to hear the beginning letter sound. “What letter do you think c-a-t begins with?”

Prediction and experimentation:

- Ask the children to predict how many objects they will find that begin with the same letter of their name. “How many objects do you think will have the same letter sound as your name?”
- Engage children by experimenting with finding objects that begin with the same letter sound of their name. “Can you find five objects that have the same beginning letter sound of your name?”

Classification and comparison:

- Ask the children to sort the objects by another attribute besides their beginning sounds. “How can you sort these objects using the ending letter sound?”
- Compare the children’s findings by having them explain what they see in their groups. “Tell me about your outcomes?”

Promoting Opportunities for Creating:

Brainstorming:

- Create a list with the children of places to look for objects they want to use in this activity.
- Ask questions that will support options for children to develop multiple ways to sort the letter sound groups. “What are different ways you can sort the letter sounds?”

Planning:

- Make cards with the children of the letters they might need to sort the sounds.
- Create a plan with the children to decide how many objects they will collect.

Authentic production:

- Encourage the children to take the lead in the activity by finding items that interest them and organizing the sorting.
- Incorporate different levels of play based on the children’s needs and abilities, such as starting with materials preselected before the children playing or enhanced by the children having to draw a letter from a pile and search for objects around the environment that begin with the same letter sound.

Promoting Opportunities for Integration:

Connecting concepts:

- Make connections to the beginning letter sound of the objects to the children’s name. “What object has the same beginning letter sound as your name?”
- Model sounding out words by verbally saying the sounds of the individual letters of a word to children to hear. “What letters do you hear in the word c-a-t?”

Previous knowledge:

- Ask children leading questions that prompt them to explain what they already know about letter sounds. “Tell me, how do you know that object goes in that letter group?”
- Engage in open dialog with the children to observe their letter-sound knowledge. “I wonder, does balloon begins with the same letter sound as ball and cat?”

Promoting Opportunities for Connections to the Real World:**Real-world application:**

- Use real-world objects from the children’s environment to sort by beginning letter sounds. “What objects can you find in the room to play this game?”
- Guide how to read the results of the findings from the sorting activity using counting and quantifying skills. “How many objects do you have for the letter /b/ sound?”

Relation to children’s lives:

- Encourage children to utilize their home language when identifying the objects. “How do you say cat in the language you use at home?”
- Make connections to letter sounds of words that are meaningful to the children. “What objects begin with the same sound as your mom’s name Jamie?”

I certify that the lesson I am submitting does not utilize a worksheet or rote learning experience. My lesson focuses on promoting concept development through high-quality interactions and everyday materials easily obtained in a family’s home or surrounding outdoor environment. The outcome of my lesson is not a “cookie-cutter” product.

☒ **Yes**

☐ **No**