

1st Grade - Act. 05: Chrysanthemum Sound Boards

Summary

Students will listen and match sounds ... either rhyming sounds, beginning sounds, ending sounds or vowel sounds.

Materials

Chrysanthemum sound boards^one per child
counters
copy of Chrysanthemum
list of words for lesson

Additional Resources

Irresistible Sound-Matching Sheets with Lessons That Build Phonemic Awareness
by Janiel Wagstaff (Scholastic Professional Books)

Background for Teachers

Select a lesson focus, such as beginning ending sounds or rhyming words. Prepare a word list before the lesson. You may want to include any child's name to the word list to add interest.

Intended Learning Outcomes

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5. Understand and use basic concepts and skills.
6. Communicate clearly in oral, artistic, written and nonverbal form.

Process Skills

Symbolization, observation, classification, segmentation and blending

Instructional Procedures

Invitation to Learn

"Remember Chrysanthemum? I would like you to remember that story as we work with sounds today."

Instructional Procedures

Pass out one Chrysanthemum sound board to each child.

Pass out counters (approximately 25 per child).

Identify the pictures at the top of the columns on the sound board (name, mouse, dress, teacher).

Have the children listen and match the sounds (rhyming, beginning, ending, or vowel). Choose no more than two of these for a day's lesson.

Set the focus. For example, say "We are going to listen for rhyming words. The word to match is house. Say house." Children repeat "house." The teacher asks, "Which word rhymes with house? Let's see. Say the words with me. Name - house, mouse - house, dress - house, teacher - house. Which word rhymes with house? Place a counter below the picture. Say the rhyming word when you see five fingers." (This provides think time for the children.) Children answer "mouse."

Reinforce the responses of the children and scan their desks to observe how the children are doing individually. Move to beginning sounds, ending sounds, or vowel sounds following the same procedures.

Remember to focus on no more than two types of sounds during a day's lesson.

Extensions

Possible Extensions/Adaptations

Have children write and/or draw rhyming words (or beginning or ending sound pictures and words) for one or all four of the pictures on the sound board.

Make a Venn diagram as a class using _ouse and beginning sound "m." Have children supply the words and the placement of the words as the teacher records on the board.

Assessment Plan

Were the children able to follow the lesson procedures?

Did any word or focus sound give them problems?

Were the children engaged by the activity?

Did this foster any discussion by the children?

Did any children verbalize an "ah-ha" moment?

Authors

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