

Teacher Resources

Lesson Design

Teacher Resource lessons were written to help students reach mastery level in a particular skill. Included in each lesson is the following instructional cycle: Teach, Guided Practice, Independent Practice and Reteach. The lessons suggest an instructional sequence to master targeted and prerequisite skills needed to improve reading.

Grouping for Differentiated Instruction

The lessons were written for small groups of students. Students who are showing difficulty with specific skills should receive explicit instruction in small groups. However, if 2/3 (66%) of the students in one class are struggling on a specific skill, the Teach and Guided Practice may be presented in whole group. Continue practicing the skill with small groups while observing each student closely to monitor responses. Modify lessons according to student needs. Use data to plan and regroup students for additional instruction as needed.



Assessment Overview

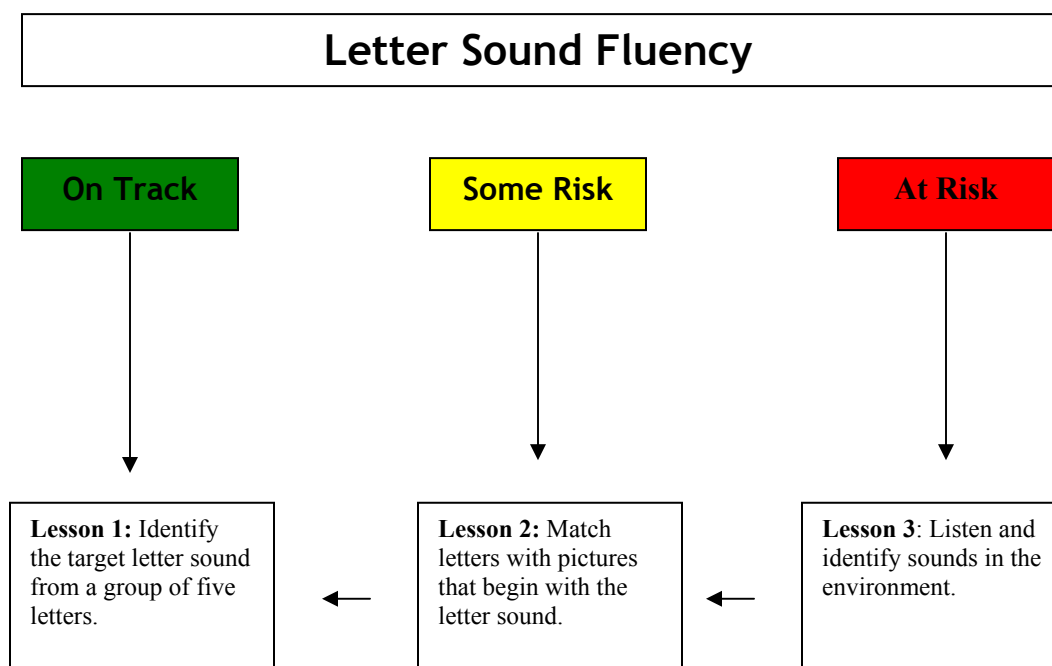
Letter Sound Fluency is an online assessment measuring the Alphabetic Principle. This is a one-minute subtest of ISIP measuring a student's ability to identify letter sounds. Five letters, both capital and lower case, appear on the screen. Students are asked to identify the letter for the letter sound spoken by the narrator.

Procedure for Adminstrating Teacher Resource Lessons

Step 1: Review student data using ISIP Reports and establish small groups. Use Lesson 1 to validate the ISIP Report.

Step 2: Select the lesson from the group of lessons which will best meet the needs of each small group. The chart below offers suggestions on where to start with students who are at risk, showing some risk, and on track with the identified assessment.

Step 3: After teaching the lesson, monitor and chart progress of each student. If students have difficulty with the lesson that was chosen, then select the Reteach or move down to the appropriate lesson. If students demonstrate mastery at that particular level of instruction, then move up to the next appropriate lesson, advancing to Lesson 1.



Teacher Resource Lessons



ISIP, Lesson 1 - Letter Sound Fluency

Skill Phonics: Letter Sound Fluency

Resources Print *Capital and Lowercase Letter Cards* (large); *Letter Sound Page* - one per student; crayons

Note: *Words in bold are said aloud by the teacher.*

Teach: Letter/ Sound Match

Pronunciation note: *Clip consonant stop sounds. Example: Say /b/, **NOT** /buh/. Keeping the lips close together will help to create the clipped sound that is needed for the following consonants: b, c, d, g, j, k, p, q, t. Say the consonants that have continuous sounds (f, l, m, n, r, s, v, z) and vowel sounds (/a/ or /o/) longer(/aaa/ or /ooo/).*

Note: *This lesson assumes students can identify letter names, both capital and lowercase.*

- **Today we will learn about the sound a letter makes.**
- Hold the m lowercase letter card up. **This is the letter m. M makes the sound /m/. Say the name of this letter. What sound does M make?** Affirm: Yes, /m/.
- Distribute one lowercase letter card to each student while saying the letter and sound.
- Have students repeat the letter and sound.

Guided Practice

- **Now, we will play a sound game.**
- **I will say a letter sound. You tell me the letter that makes that sound.**
- **Let's practice. What letter makes the sound ... /s/?**
- If student with matching letter-sound does not respond, hold up the corresponding capital letter card.
- After the student responds, affirm: **Yes! "S" makes the sound /s/.**
- Matching capital and lowercase letter cards are turned face down in front of the student. Teacher distributes a new letter card face up to student.
- Teacher says another letter sound and the game continues.

Monitor Progress through Independent Practice

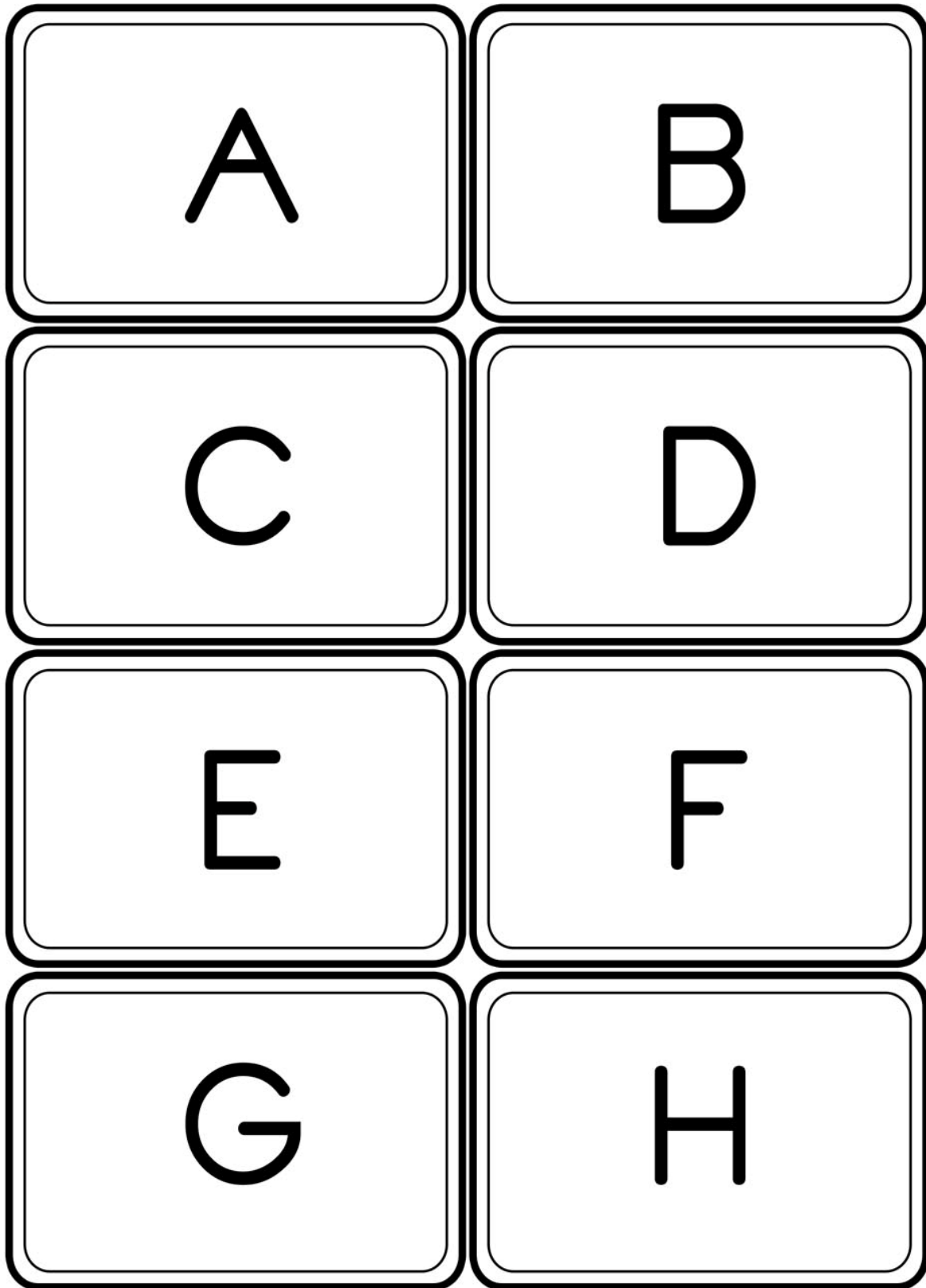
- Distribute *Letter Sound Page* and assorted crayons.
- **I will say a letter sound. You find the matching letter on your page.**
- **Ready? Listen: /n/. Find the letter that makes that sound. Color the box red.**
- Continue with the rest of the letters on the page, assigning a new color for each one. Skip around on the page; do not go in order.
- Observe and chart progress for each student. Use data to plan and group for instruction.

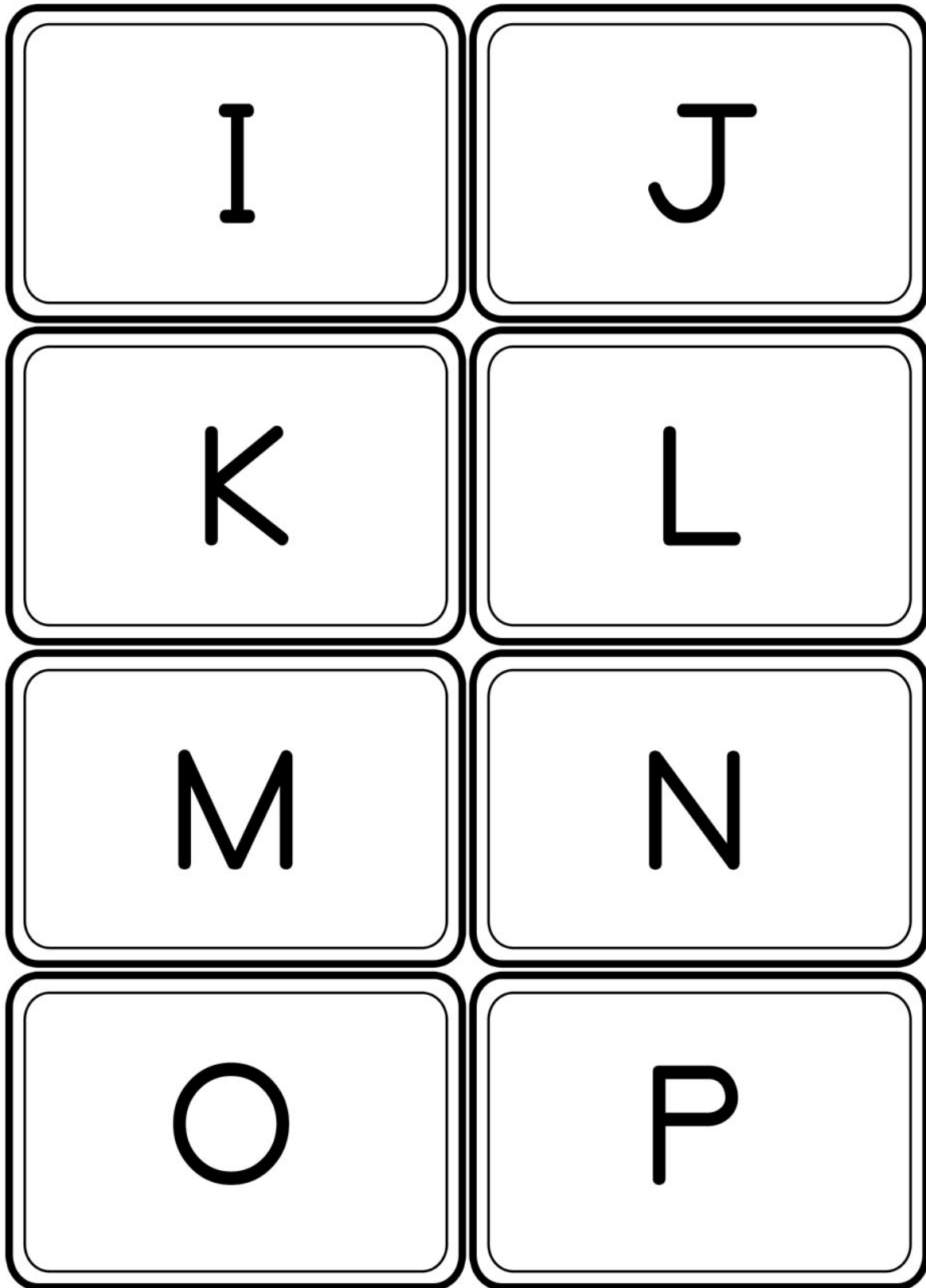
Reteach (for students requiring more instruction and practice)

Note: *Provide explicit instruction with modeling and guided practice in small groups. It is important to speak (enunciate) clearly.*

- Start the activity with letters that have continuant sounds only, such as /m/, /n/, /f/, /s/, or /v/.
- Distribute one lowercase letter card to each student. Follow same steps in *Teach* section.
- If student with matching letter-sound does not respond, provide clues. **The letter that makes the sound /f/ looks like a flag on a flagpole.**
- Affirm or provide corrective feedback.
- When students show proficiency with these letter sounds, add additional letters to lesson.







Q

R

S

T

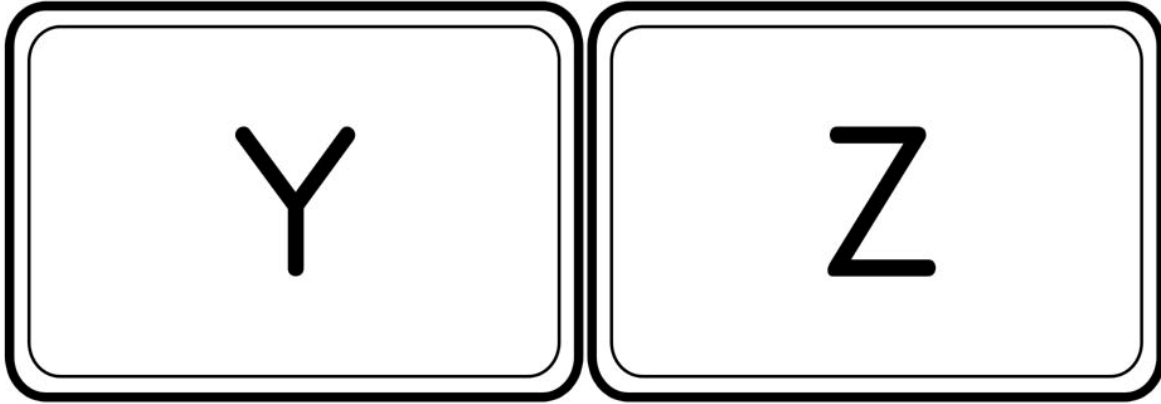
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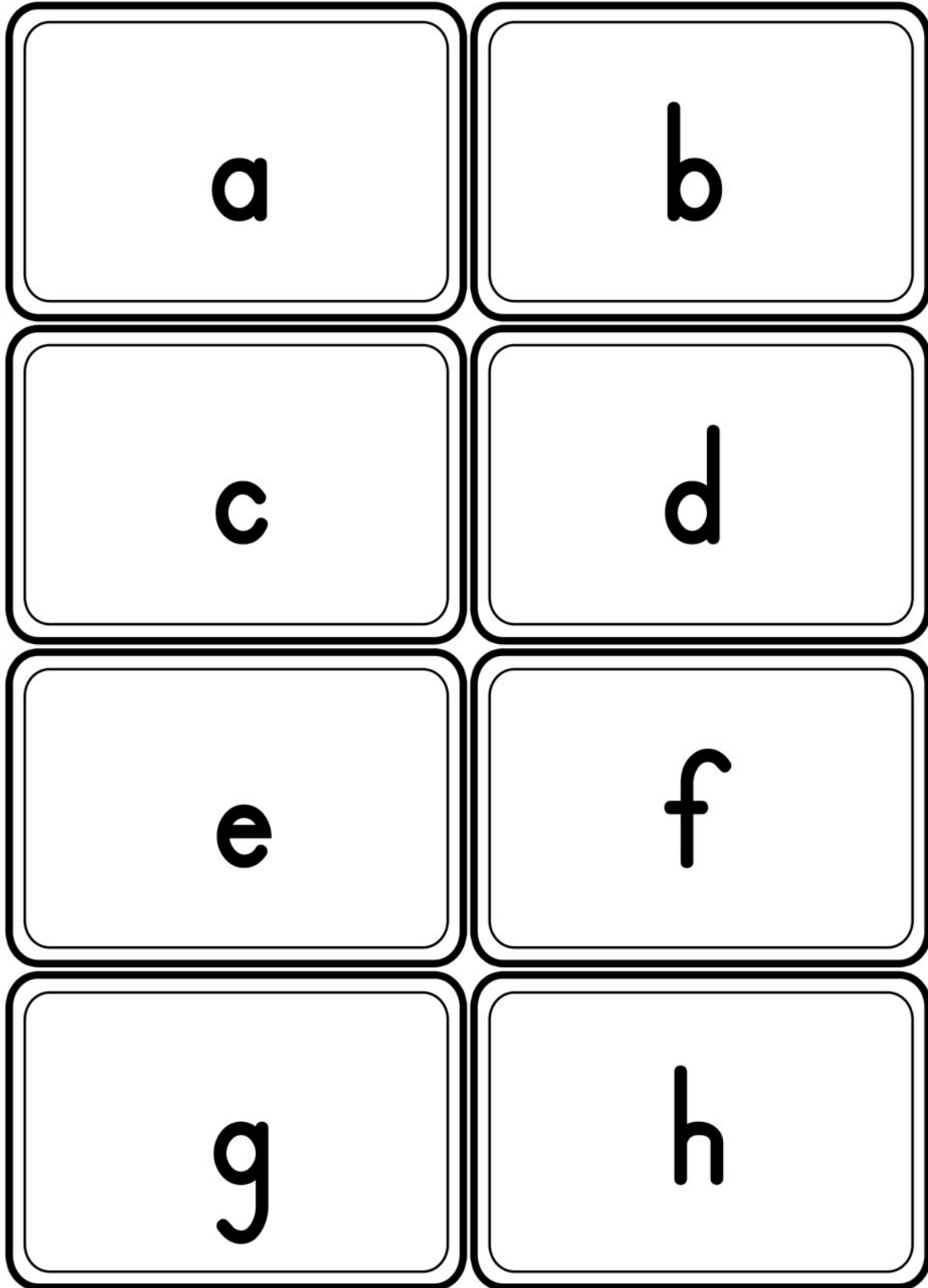
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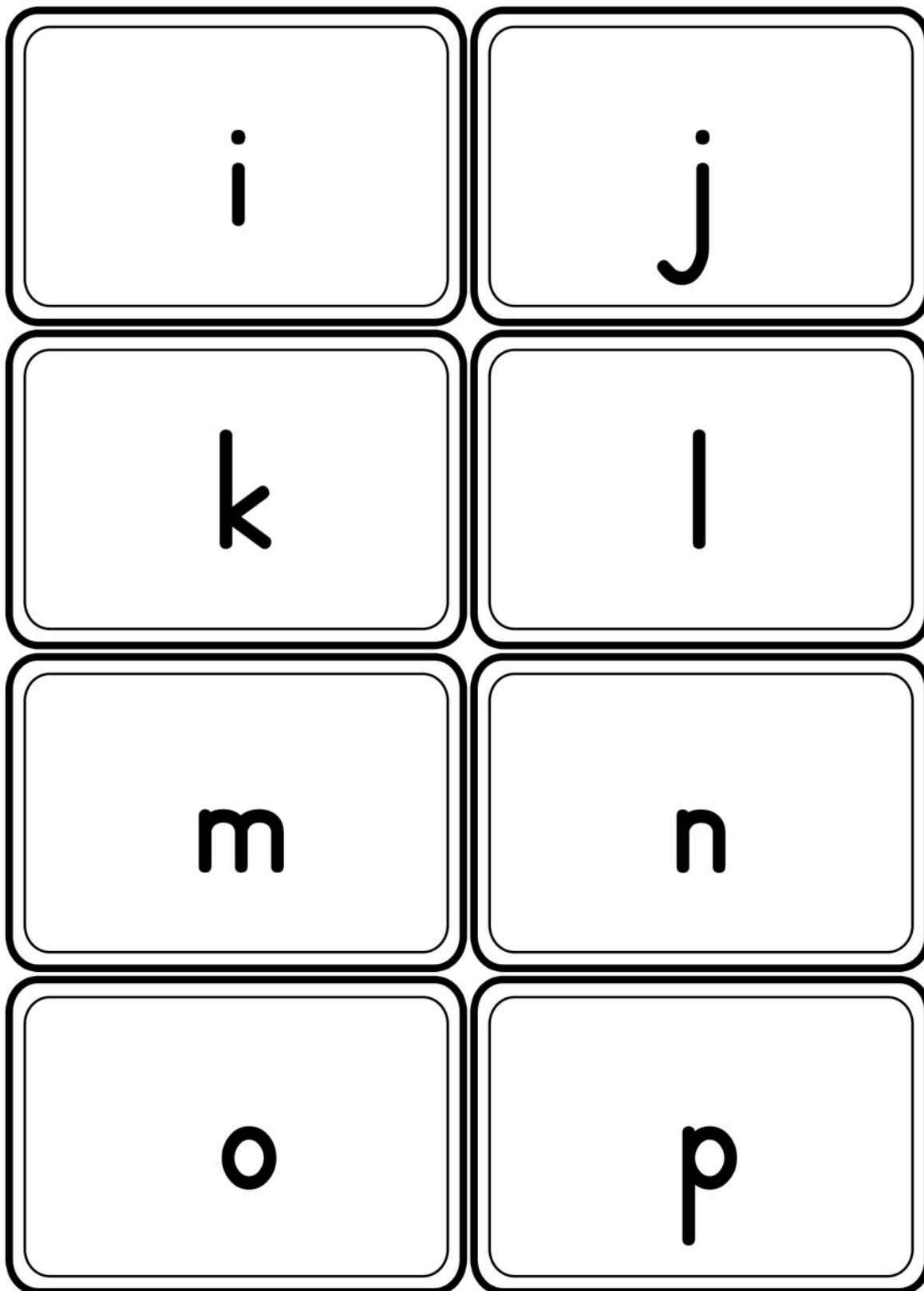
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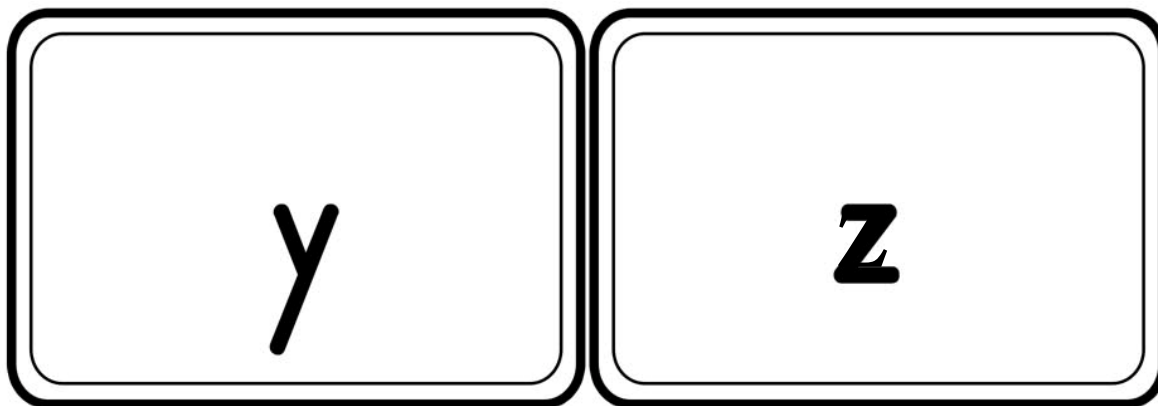
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ISIP, Lesson 1 - Letter Sound Fluency
Lowercase Letter Cards (large)

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	qu	r	s	t
u	v	w	x	y
z				

Letter
Sound
Page



a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	qu	r	s	t
u	v	w	x	y
z				

Letter
Sound
Page



ISIP, Lesson 2 - Letter Sound Fluency

Skill Phonics: Sound Symbol Relationships
Resources Print and cut apart *Lowercase Letter Sound Cards*
Note: *Words in bold are said by the teacher.*

Teach: Letter Sounds [m, s, t, b, r, k, h]

- This is the letter m. M makes the sound /m/. Watch my mouth. /m/.
- Say /m/. What is your mouth doing when you make that sound? Affirm: Yes, your lips are pressed together. Your mouth sort of vibrates, etc. Say **man**. Say **moon**. Do you feel the /m/ sound in your mouth when you say these words? Affirm: Yes, when you say **man**, **mountain** and **moon**, the /m/ sound is the first sound you say.
- This is the letter s. S makes the sound /s/. Watch my mouth. /s/.
- Say /s/. What is your mouth doing when you make that sound? Affirm: Yes, your lips are apart. Your tongue is at the top of your mouth behind your teeth. Say **sun**. Say **seal**. Do you feel the /s/ sound? Affirm: Yes, when you say **sun** and **seal**, the /s/ sound is the first sound you say.
- Repeat the procedure above for each letter in the set.

Guided Practice

- Give each student a set of letter cards.
- Place your cards face up in front of you.
- I will make a sound. First, I want you to repeat the sound. Then when I give you the signal (pointing to the students), I want you to show me the letter that makes that sound.
- /t/. Say /t/. Give the signal. Students should point to the letter t or hold up the t card. Affirm or provide corrective feedback.
- Repeat the procedure above for each letter.

Monitor Progress through Independent Practice

- Now, I will show you a letter. I want you to tell me the sound the letter makes.
- Show the letter cards to each student one at a time. Ask the student to tell you the sound of each letter. Affirm or provide corrective feedback.
- Observe and chart progress of each student. Use data to plan and group for instruction.

Note: This lesson should be repeated for the remaining letters. [n, j, d, y, f, l] and [g, p, qu, w, v, z,] Or choose letters based on student data. Letter sets do not include vowels. Vowels are not felt in the mouth, but are identified by sound only.

Reteach (for students requiring more instruction and practice)

- Repeat the procedures in the *Teach* section.
- Have students look into mirrors and watch their mouths.
- They may look at a partner's mouth and tell what they see. If using the partner strategy, make sure students can correctly articulate each sound.



m

s

t

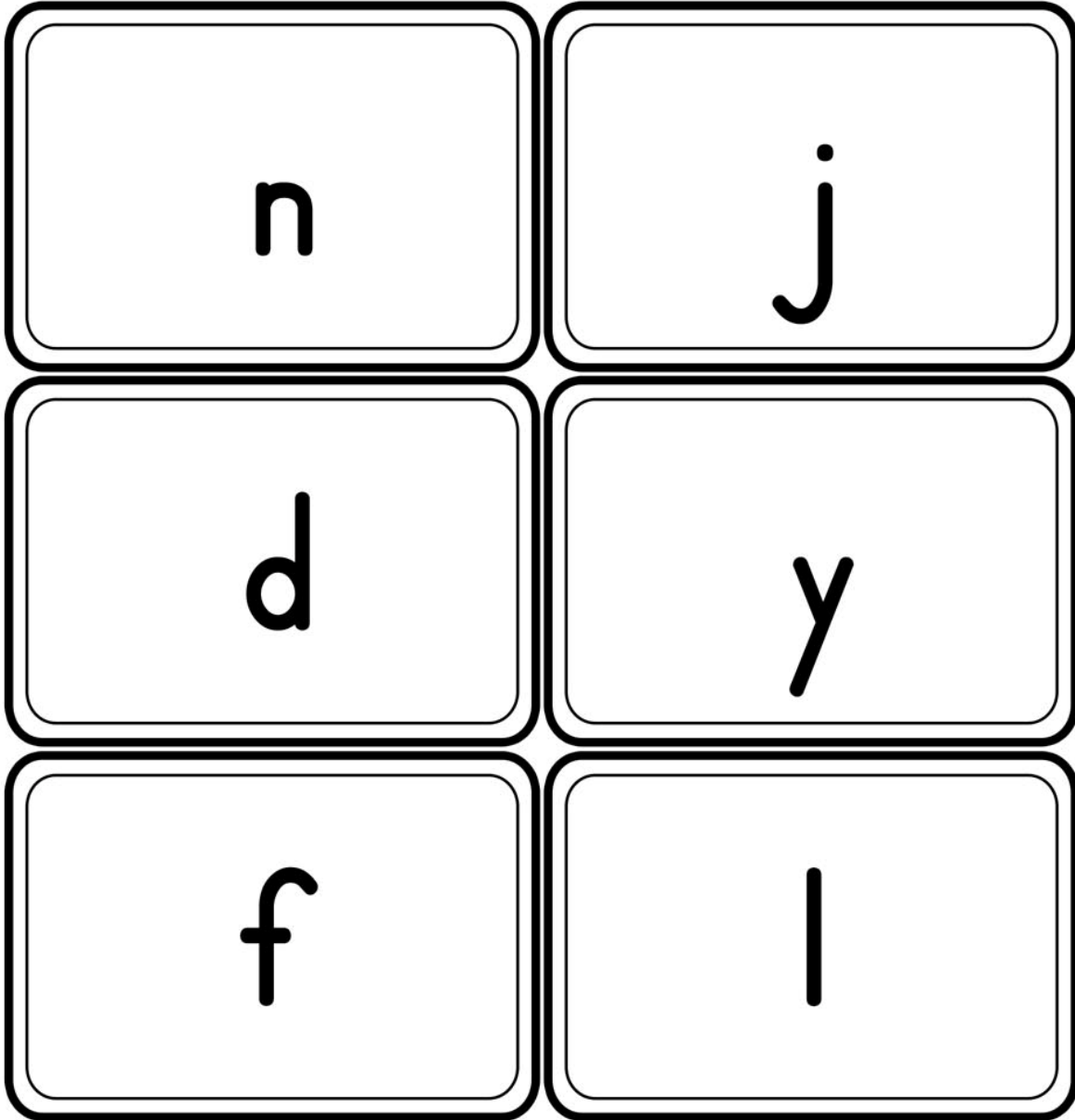
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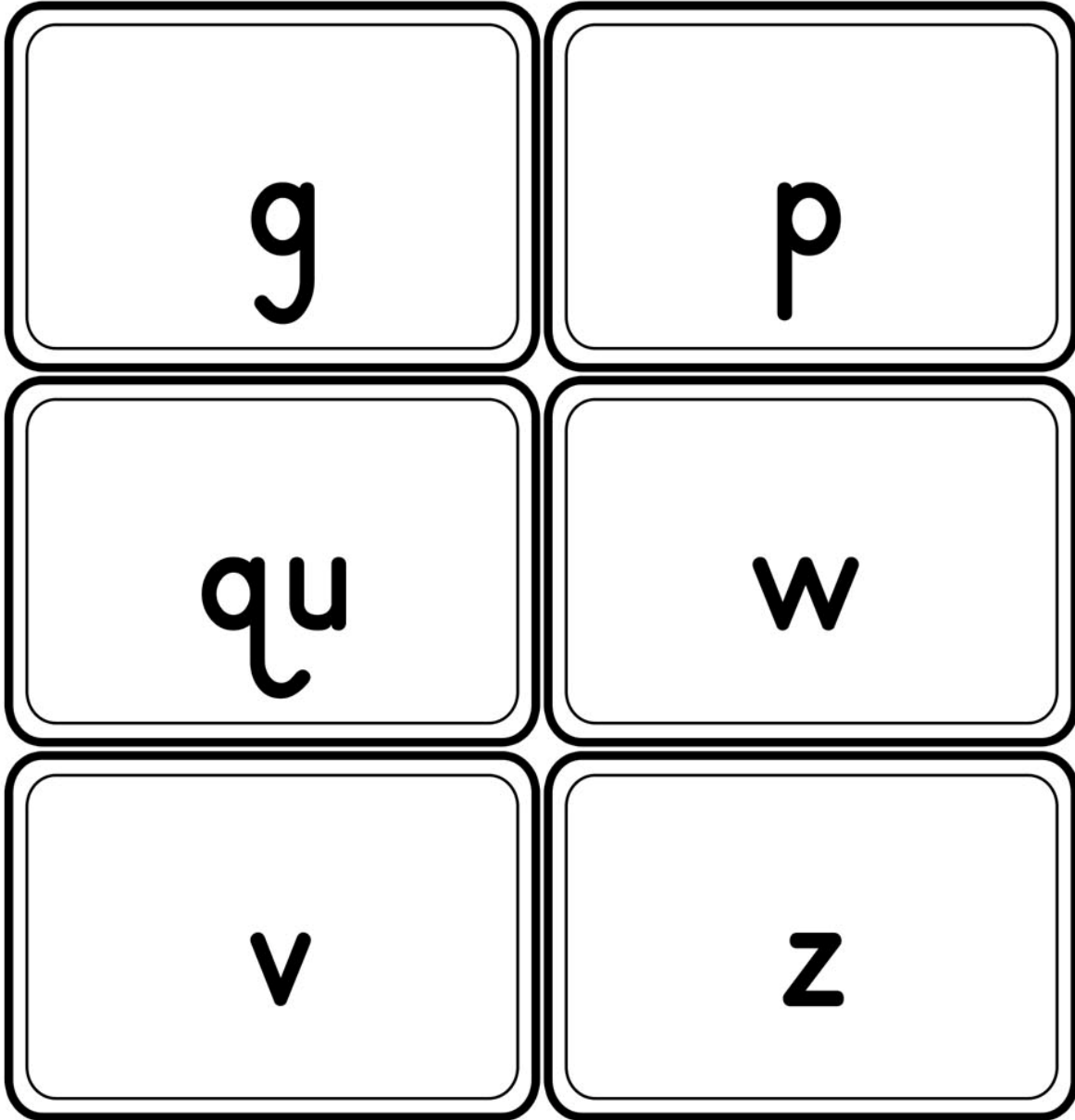
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k

h







ISIP, Lesson 3 - Letter Sound Fluency

Skill Phonics: Sound Symbol Relationships

Resources Print *Lowercase Letter Matching Sound Picture Cards* and *Sound Picture Cards*

Note: Words in bold are said by the teacher.

Teach: Letter and Sound Picture Match

Pronunciation note: Clip the consonant sound. Example: Say /b/, **NOT** /buh/.

Note: This lesson assumes the students can identify capital and lower case letters. : Choose a set of sound picture cards and letters. You may choose from the list below, or create a set of sound picture cards and letters based on information gathered from the observation of students.

- Today we will learn more about letters and the sounds they make.
- Hold up the “seal” sound picture card.
- This is a seal. Say it with me, seal. Seal begins with the sound /s/. What sound does seal begin with? Affirm: Yes, /s/.
- The letter s makes the sound /s/? Hold up lowercase letter s. Which letter makes the sound /s/? Affirm: Yes, s makes the sound /s/.
- Repeat procedure above for all letters and sounds chosen.

Guided Practice

- Shuffle the pictures. Then, separately, shuffle the letter cards.
- Place picture cards in two rows on one side of the table. Place the letter cards in two rows on the other side of the table.
- Now, we are going to play a matching game.
- We will take turns turning over a card from each set (pictures and letters). Say the name of the picture and letter. If the letter chosen has the sound heard at the beginning of the picture card, you have made a match.
- You keep each match. If it is not a match, turn both cards back over in the same place.
- The game is over when all matches have been made.

Set 1	Set 2	Set 3
m moon	n newspaper	g gum
s seal	j jeep	u under
t turtle	d doughnut	p peanut
b bus	y yawn	qu queen
a arrow	f finger	w window
r rose	l ladder	v van
k key	o octopus	z zoo
h horse	e elephant	i igloo

Note: Sets are based on the way the sounds are articulated. Similar Sounds are in different sets.

Monitor through Independent Practice

- Reshuffle each set of cards used in Guided Practice. Students replay the game.
- Write the letters from the lesson on a sheet of paper. Ask students to tell you the sound that each letter makes.
- While you play the game again, I will ask each of you to say the sounds of the letters.
- Observe and chart progress for each student. Use data to plan and group for instruction.
- This activity should be repeated using the additional sets.



ISIP, Lesson 3 - Letter Sound Fluency

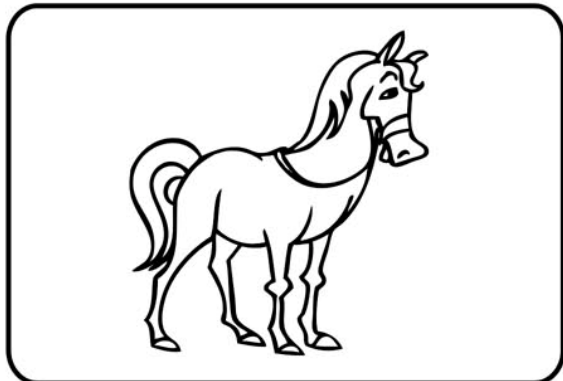
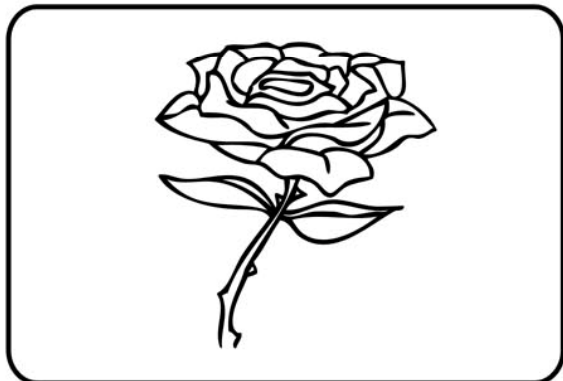
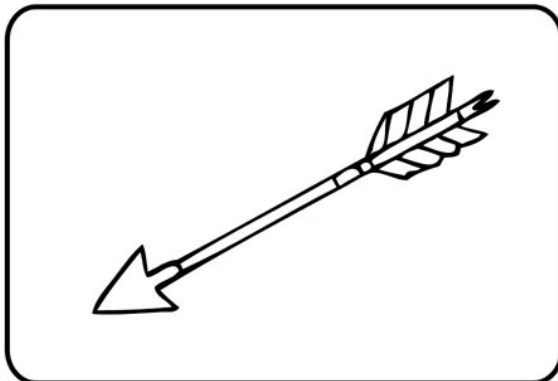
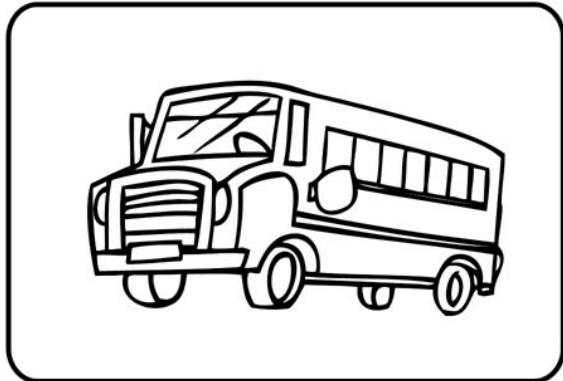
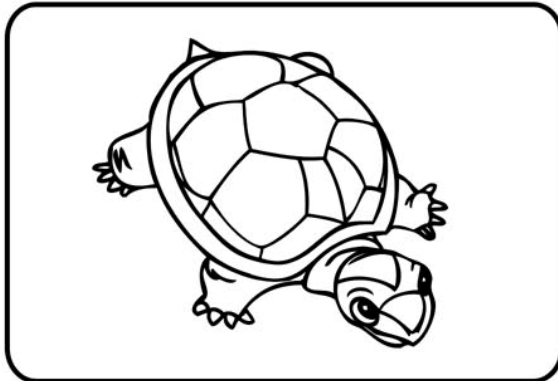
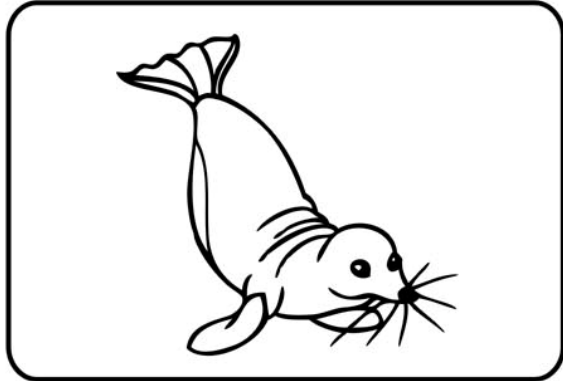
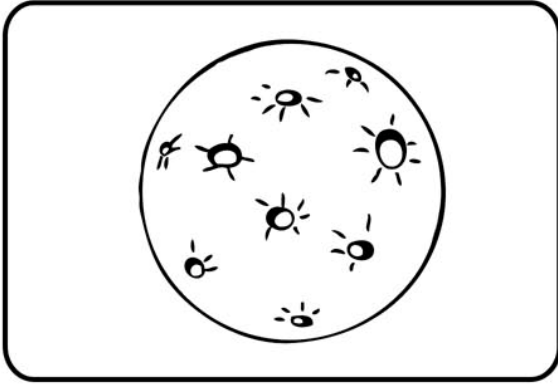
Reteach (For students requiring more instruction and practice)

Note: Provide explicit instruction with modeling and guided practice in small groups.

- Repeat Teach Using fewer letters at a time.
- Have students concentrate on what their mouths are doing each time they make the initial sound in the word.
- Play the match game above in the Guided Practice.



ISIP, Lesson 3 - Letter Sound Fluency
Sound Picture Cards



m

s

t

b

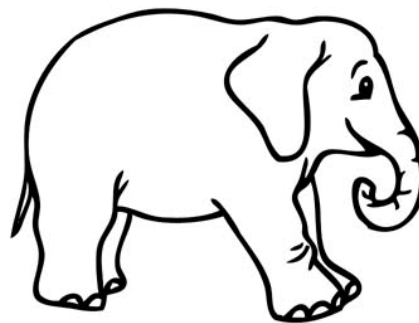
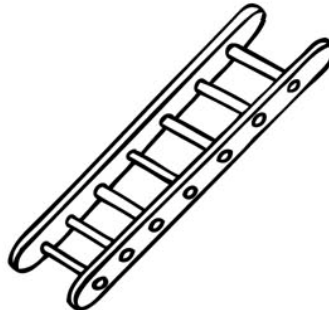
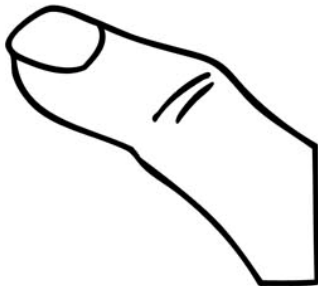
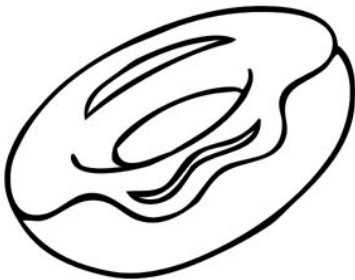
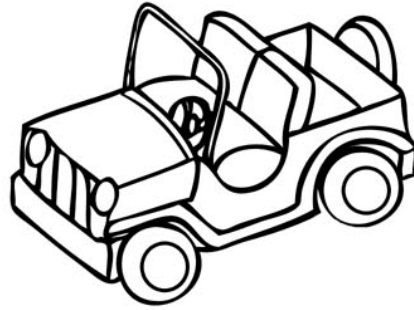
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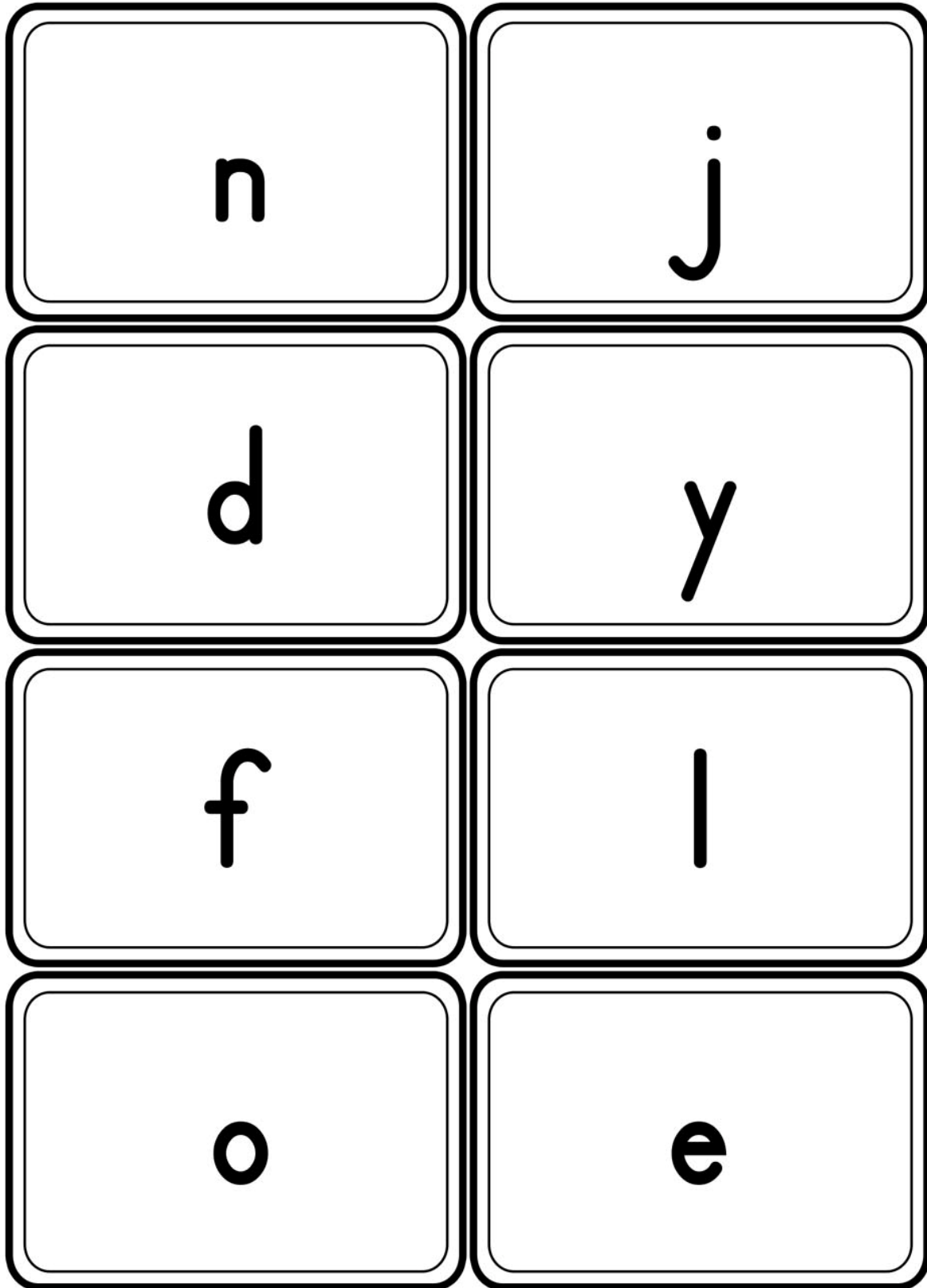
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ISIP, Lesson 3 - Letter Sound Fluency
Sound Picture Cards





ISIP, Lesson 3 - Letter Sound Fluency
Sound Picture Cards

