*English Instructional Plan –* ***Sound/Symbol Mapping***

**Primary Strand:** Reading

**Integrated Strand/s:** Communication, Writing

**Essential Understanding:**

* understand that spoken words are made up of units of speech sounds within words, which can be manipulated to make new words.
* understand that there is a one-to-one correspondence between the spoken and written word.
* understand that written text consists of letters, words, and sentences.
* understand that all print in English follows similar patterns

**Essential Knowledge, Skills, and Processes:**

* apply knowledge of letter sounds in single-syllable words by recognizing initial, media and final phonemes; segmenting the phonemes in a word into their complete sequence of individual phonemes; blending phonemes to decode or spell a word
* accurately decode unfamiliar, orthographically regular, single-syllable words and nonsense words using letter-sound mappings
* apply knowledge of the consonant-vowel patterns, such as CV (e.g., *go*), VC (e.g., *in*), CVC (e.g., *pin*), CVCE (e.g., *take*), CVVC (e.g., *wait*), and CVCC (e.g., *wind*) to decode and spell words
* apply knowledge of r-controlled vowel patterns to decode and spell words

**Primary SOL: K.6** Understand phonetic principles, **1.5** Apply phonetic principles, **2.4** Use phonetic strategies

**Reinforced (Related Standard) SOL: K.3**  Phonological & phonemic awareness, **1.3** Phonological & phonemic awareness, **2.3**  Phonemic awareness, **K.10** Print letters, **1.11** Print letters, **2.9** Print letters

**Academic Background/Language:**

**Phoneme**: The smallest unit of speech in English. English has 44 phonemes. Every spoken word is made up of one or more of the 44 phonemes. Phonemes are not letters.

(Ex: /ch/, /sh/, /ar/, /ou/)

**Grapheme**: The letter or letters that represent a phoneme. It can be a single letter (/n/ = n) or multiple letters (/i/ = igh). Although there are 44 phonemes, there are about 250 possible graphemes to represent those sounds.

**Sound-symbol correspondence**: The connection between phonemes and graphemes, when speech is matched to print. Sound-symbol mapping occurs when students match one phoneme to one grapheme.

**Segmenting**: The act of taking apart phonemes. (Saying /c/-/a/-/t/ when presented with the word cat).

**Blending:** The act of connecting phonemes to create a word (When presented with the sounds /f/-/i/-/sh/, saying “fish.”)

**Phoneme Awareness**: The ability to manipulate individual sounds.

## Materials

* white board for teacher modeling
* dry erase markers
* white boards and markers for students AND/OR
* Sound Symbol Correspondence student sheet
* List of words for mapping (consider using your spelling words).

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher chooses a word from a list of spelling words. The word should NOT be written on the board. *example: ship*
* Teacher says the word and students repeat the word. *example: “Say ship.”*
* Teacher asks, “How many sounds are in this word? Let’s tap it out.” *example: “Ship. /sh/ /i/ /p/.*
* Students and teacher should use some method of hand movement to tap out a word and account for all of the sounds.
* Teacher and students say “The word ship has three sounds.”
* Teacher and students draw lines or boxes, or outline boxes on the student sheet to account for three sounds. *example: \_\_\_\_ \_\_\_\_ \_\_\_\_*
* Teachers asks, “How do we write these sounds?” \*Note to teacher- Many phonemes have more than one letter, represented by a single grapheme.(Ex: sh, tch, eigh are all one grapheme).
* Teacher says, “What letters make the sound?” Students respond with letters and write them in the correct space on their sheet or whiteboard. Remember, one sound equals ONE box, no matter how many letters make up that sound. *example: “What letters make the sound /sh/ in ship?” Students respond “the letters s and h.” and write these letters. sh*
* Teacher continues to ask for the next sound in the word and repeat until the complete word is written. *example: “What letter makes the sound /i/?” Students respond “the letter i” and write the letter. sh i “What letter makes the sound /p/? Students respond “the letter p” and write the letter. sh i p*
* Teacher says, “Now let’s blend these letters and say the word. Teacher and students say “ship”.
* Teacher says, “What does the word *ship* mean?” Students might respond with multiple meanings. *example: to move something from one place to another, a big boat*
* Teacher uses the word in a sentence and asks students what the word means using the sentence. *example: “The large ship was moving slowly under the bridge.” What does the word ship mean? Students respond “a large boat”.*

**Assessment (Diagnostic, Formative, Summative)**

* **Formative:** While students are completing the mapping activity, pay close attention to how they use their boxes. Are they including ONE sound in each box, no matter how many letters make up that sound? Or are they using one box per letter?
* **Summative:** Use the mapping sheets at the end of the week for your spelling test. Not only can you see student spelling errors, but you will be able to see how they have mapped sounds.

**Writing Connections:**

* Remember, a mapping grid is a scaffold, not an end goal. Therefore, during writing time this should only be used to assist. This would be an appropriate tool for a student stuck on a word. With the teacher, the student can count the phonemes and use a mapping grid to write the word.

**Extensions and Connections (for all students)**

* Rainbow sounds: Traditionally, we would have students rainbow write words by using a different color for each letter. With rainbow sounds, encourage students to write their words, using a different color for each sound, not letter.
* Laminate the mapping grid or put it in a sheet protector in a folder. During small group, continue to work with students on mapping 1 sound per box.

**Strategies for Differentiation**

* Include phoneme grids on students’ desks.
* Give students manipulatives to tap out the sound. Suggested items: playdoh, cubes, double-sided chips, colored squares, or pop fidgets.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

