

CIRCLE Activity Collection

5.1 - Sound Out Smoothly (2 minutes)

This Activity appears in Unit: 5 Lesson: 1

OBJECTIVE

Students will blend letter sounds to read words.

MATERIALS

- [Sound Out Smoothly word cards \(https://circleactivitycollection.org/wp-content/uploads/sites/13/2021/06/5.1-Sound-Out-Smoothly.pdf\)](https://circleactivitycollection.org/wp-content/uploads/sites/13/2021/06/5.1-Sound-Out-Smoothly.pdf)

SETTING

Small group

INTRODUCE

We will sound out words smoothly.

MODEL AND EXPLAIN

Show the word cards for the lesson with letters, dots and arrows.

My turn. When I point under a letter, I say its sound. I keep saying that sound until I point under the next letter. Finally, I glide my finger under the letters and read the whole word. We will call this Sound Out Smoothly. Point to the letter and say its sound. Touch under the next letter and say the sound. Then glide your finger along the arrow as you say the whole word.

You are going to see a word that has a double letter. Two letters that are next to each other, like this. Point to the nn in the word Ann. **When we sound a double letter, we will just say the sound one time,** (point under the nn): /nnn/.

Now, I'll show you how to Sound Out Smoothly. When I point under a letter, I say its sound. /ääännn/... I will continue saying that sound until I point to the next letter. Continue sounding out each sound in the word, changing from a quick sound to a longer sound depending on stretchable sounds or stop sounds. Glide your finger under the letters and read the whole word: **Ann**.

GUIDED PRACTICE

Do it with me. Show the word cards with letters, dots and arrows.

When I point under a letter, say its sound. /ääännn/... Keep on saying the sound until I point under the next letter. Continue sounding out each sound in the word moving your finger to the next letter.

Glide your finger under the letters. **Read the whole word: Ann.** Repeat this routine with all the words.

INDIVIDUAL PRACTICE

Time to shine! We are going to take turns. Think in your head if it is not your turn.

____. Say student's name. **Sound out the word. Read the whole word.**

SUMMARIZE

We sounded out smoothly and read words.

SCAFFOLDING

Downward scaffold

Minimal-Prompt with Information:

Let's review this letter sound. Show letter-sound card, and then sound out the word. **Read the whole word.** Quickly glide your finger under the letters as students read the word.

Intense-Model and Repeat:

If the student still needs help with a word, model sounding out the word and ask the student to repeat it. **My turn.** Ask the student to repeat it. **Your turn.**

(Optional) Upward scaffold

Do it Quickly:

Let's sound out all the words we did today quickly.

TEACHER TIPS

Be sure the student separates each sound clearly.

GRADE LEVEL

- Kindergarten
- First Grade
- Second Grade

LEARNING DOMAIN

- Language, Reading, and Writing

LEARNING SUBDOMAIN

- Phonetic Knowledge

HEADSTART ALIGNMENT

- Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
- Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

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