

Suggested Daily Lesson Sequence-

The 5-Step Plan

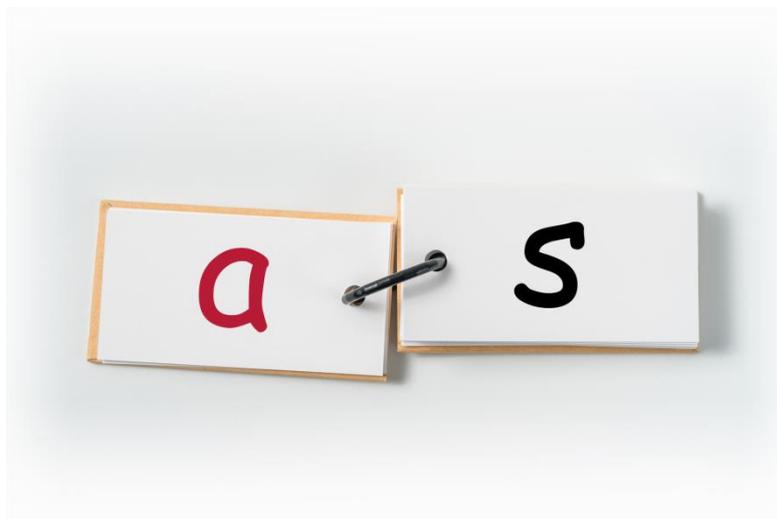
Step 1 of 5 – Sound symbol association



Step 1

1. Practice sound-symbol associations.

In this first step, new sound-symbol associations are introduced and previously taught associations are reviewed. A pack of index cards can be used as a “sound pack,” with each card containing one grapheme (a grapheme is a letter, such as **t** or **a**, or a letter cluster, such as **ai**, representing a single speech sound or phoneme).



It is helpful to draw attention to the vowels by writing the vowels in **red** and the consonants in **black**. To keep this activity brief and quick-paced (2 to 3 minutes), all sounds are not included each day. You might want to review only 12 to 14 sounds and sometimes feature a new sound that is being introduced, such as /**ch**/. Have each child give the name of a letter, the sound it makes, and a key word that starts with that sound (such as **a** says /**a**/ as in apple), giving each child in the group several turns. The key words for the short vowels, especially, should remain consistent. These are examples of the key words that we have used for the short vowels:

- **a** says /**a**/ as in *apple*
- **i** says /**i**/ as in *itch*
- **o** says /**o**/ as in *octopus*
- **u** says /**u**/ as in *up*
- **e** says /**e**/ as in *Ed*



Reference:

Teaching Tutorial: Decoding Instruction

Benita A. Blachman and Maria S. Murray

In association with [Teaching LD.org](http://TeachingLD.org)

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