

# Every Sound Needs a Letter

**Materials:** chart paper, markers

**Prep Step:** None

## Procedure

At the top left of a sheet of chart paper, write the letter “L.” Tell your students that “L” is the first letter of the word that you are thinking about. Ask students to guess what word you have in mind. List five guesses on chart paper. Is there any way to be sure which word you had in mind if the only clue is the first letter? Of course not! Now give the second letter. Through the process of comparing the words, see when they can guess the word you were thinking about. It works best if a few of the words on the list have at least the first two letters in common. For example:

1. love
2. lollipop
3. like
4. little
5. lunch

As they compare the words your students will discover that they need a third letter, or maybe even the last letter, in order to guess your word.

### GOAL

*To demonstrate the importance of writing a letter for every sound*

Now make the connection between this activity and temporary spelling. Remind students that temporary spelling is simply writing down the sounds they hear in a word. However, if they only write down the first letter in a word, it will be impossible for anyone else to read their work. Use the following example to ground your point. Write the letter “b” on the chart paper. Ask students if they are able to read your word. Then write the letters “b-i-k” on the chart paper. Now is there anyone who can read my word? Explain that “bik” is not the correct way to spell “bike,” but there are enough letters and sounds that go together to make it readable.

Conclude with this reminder: When you are trying to spell a word, repeat that word, out loud if necessary, as many times as it takes to hear all of the sounds.

## Follow Up

Repeat the process in this lesson using different letters and words. ■