

PHONOLOGICAL AND PHONEMIC AWARENESS

Lesson Plan



Task 1: Whole Group Listening Game

Standard	<p>ELA.K.IV: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> • ELA.K.IV.a: Recognize and produce rhyming words. • ELA.K.IV.b: Count, produce, blend, and segment syllables in spoken words. • ELA.K.IV.c: Blend and segment onsets and rimes of single syllable spoken words. • ELA.K.IV.d: Isolate and produce the initial, medial vowel, and final sounds (phonemes) in three phoneme words. • ELA.K.IV.e: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
Background	<p>Phonological awareness is an umbrella term that encompasses syllabication, rhyming, word segmentation, and phonemic awareness. Once students have mastered the targeted letter-sound correspondences, it is appropriate to add print to your phonemic awareness instruction. https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf pp. 2-4</p>
“I Can” Statement	<p><i>I can play with sounds.</i></p>
Materials	<p>Listening Games</p>
Procedure	<p>Teacher will read through listening games, providing students time to respond to each task. Make note of struggling learners for reteach skill-based small group. This can be spread out over 3-4 days.</p> <ol style="list-style-type: none"> 1. Skill: Counting Words in a Spoken Sentence 2. Skill: Rhyme Recognition 3. Skill: Rhyme Production 4. Skill: Single Syllable Onset-Rime Blending 5. Skill: Single Syllable Onset-Rime Blending 6. Skill: Syllable Blending & Pronouncing 7. Skill: Syllable Segmenting & Counting 8. Phoneme Alliteration & Discrimination 9. Skill: Phoneme Isolation of Initial Sound 10. Skill: Phoneme Isolation of Final Sound 11. Skill: Phoneme Isolation of Medial Sound 12. Skill: Phoneme Blending 13. Skill: Phoneme Segmenting 14. Skill: Phoneme Addition 15. Skill: Phoneme Substitution 16. Skill: Phoneme Deletion
Assessment	<p>Teacher Observation, Teacher Checklist</p>
Outcome	<p>Reteach Skill-based Small Group</p>

Task 2: Read Aloud – What’s in the Zoo?

Standard	ELA.K.18: Actively engage in group reading activities of literary texts with purpose and understanding. ELA.K.IV.a I can recognize and produce rhyming words.
“I Can” Statement	<i>I can</i> listen to a story and identify rhyming words in the story.
Materials	Read Aloud Book
Procedure	Pre-read story. Identify book parts, author, illustrator. The teacher will have students turn and talk about what they know about a zoo. Share aloud. The teacher will read aloud the story, stopping to elicit responses for rhyming pairs. Allow students time to turn, talk and share aloud; call on students or have them call out.
Assessment	The teacher observes students naming a rhyming pair from the story.
Outcome	Address in small group after read aloud.

Task 3: Small Group

Standard	ELA.K.IV: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • ELA.K.IV.d: Isolate and produce the initial, medial vowel, and final sounds (phonemes) in three phoneme words. • ELA.K.IV.e: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
“I Can” Statement	<i>I can</i> blend sounds to make words.
Materials	letter-sound cards, blending board
Procedure	1. Review all sounds with letter-sound cards. 2. Introduce new skill (for this group it will be the letter or sound /z/ for zoo). 3. Blending Drill (CVC words that begin or end with /z/). 4. Red Word Drill (multisensory method used to teach sight words).
Assessment	Teacher Observation
Outcome	Adjust instruction for small group based on student success.

Task 4: Whole Group Game – “No Zoo for You!”

Standard	ELA.K.IV: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
“I Can” Statement	<i>I can</i> hear the beginning sound in words.
Materials	Zoo Animal Cards
Procedure	At the carpet, show pictures of three animals at a time. Students will say the name of each animal aloud as they are placed on the board. Two of the pictures will start with the same sound, one will not. Students will determine which animal does not belong and teacher and students collectively say: “NO ZOO FOR YOU!” Continue until “Zoo” is completed.
Assessment	Teacher Checklist
Outcome	Send home learning game, address struggles in small group. Continue playing game during “non instructional” time: lining up, waiting for lunch, recess, or bus lines, etc.