

# PHONICS LESSON PLAN — *Phoneme Segmentation*



## Task 1: Whole Group Phoneme Segmentation Activity

<b>Standard</b>	<b>ELA.1.IV:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"><li>• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li><li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li></ul>
<b>Background</b>	Phonemic awareness instruction is beneficial to all learners (NRP, 2000). Phonemic awareness activities at the beginning of a phonics lesson are great instructional practices that prime students' brains for the skill work ahead. The words chosen for phonemic awareness activities need to be intentionally chosen based on the focus skill of the phonics lesson.
<b>"I Can" Statement</b>	<i>I can</i> blend sounds together to say a word.
<b>Materials</b>	None
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. The teacher will model how to blend segmented sounds together.</li><li>2. Repeat one-two times or as needed.</li><li>3. The teacher will then say segmented sounds and students will chorally blend sounds to orally form a word with the teacher.</li><li>4. Repeat one-two times or as needed.</li><li>5. Finally, the teacher will say segmented sounds and students will chorally blend sounds to orally form a word.</li><li>6. Repeat.</li><li>7. Teacher will end activity by asking students what sound they heard in the final position.</li></ol>
<b>Assessment</b>	Teacher observation
<b>Outcome</b>	Reteach skill-based small group

## Task 2: Introduce New Concept

<b>Standard</b>	<b>ELA.2.II</b> — Know and apply grade-level phonics and word analysis skills in decoding words. • Identify words with inconsistent but common spelling-sound correspondences.
<b>“I Can” Statement</b>	<i>I can</i> read words ending with <i>-dge</i> .
<b>Materials</b>	Individual mirrors and class whiteboard
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. The teacher introduces the new phoneme-grapheme correspondence by telling students that when the letters <i>-dge</i> stand together after a short vowel they make the sound /j/.</li><li>2. Model how to hold the mouth and articulate the sound correctly.</li><li>3. Ask students to hold up their mirrors and articulate the sound.</li><li>4. Repeat and circulate to help students until they are successful.</li><li>5. Write the spelling <i>-dge</i> on the whiteboard and repeat the /j/ sound while pointing at the letters.</li><li>6. Ask students to write the letters on their individual mirrors with dry erase markers several times as they repeat the sound.</li><li>7. Write a word that ends in <i>-dge</i> on the board and model blending it sound by sound by running your finger under each sound as you say it.</li><li>8. Ask children to repeat.</li><li>9. Point out again that the letters <i>-dge</i> stand together at the end of the word after a short vowel.</li></ol>
<b>Assessment</b>	Teacher observation
<b>Outcome</b>	Reteach in skill-based small group

### Task 3: Provide Guided Practice

<b>Standard</b>	<b>ELA.2.II</b> : Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"><li>• Identify words with inconsistent but common spelling-sound correspondences.</li></ul> <b>ELA.2.III</b> Create readable documents with legible print or cursive as developmentally appropriate.
<b>“I Can” Statement</b>	<i>I can</i> blend sounds to make words.
<b>Materials</b>	Paper strips, writing utensil, writing paper, and zip-top baggie
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Gather your materials. Each student will need a few strips of construction paper, a zip top bag, and a writing utensil.</li><li>2. Create or select a word list with words ending in <i>-dge</i>. (Or select words according to your phonics scope/sequence and the decodable you are preparing them to practice).</li><li>3. Say the word. Have your students repeat the word so that you can check language input is matching language output.</li><li>4. Tap the sounds in the word. Pay attention to articulation. If your students are misperceiving or mispronouncing sounds, take time to emphasize articulatory gestures (mouth movements) using student mirrors.</li><li>5. Rip your bits. Example: What’s the first sound in fudge? /f/. RIP! What’s the second sound in fudge? /uh/. RIP! What’s the third sound in fudge? /j/. RIP! If your students need practice with segmenting and blending, use Rippy-bits as a manipulative to push and say each sound and blend together.</li><li>6. Write each grapheme in the word on a separate Rippy-bit. Push and say each sound-symbol connection - /f/ /u/ /dge/ then blend the sounds together to say the word: fudge.</li><li>7. Pile the bits to make room for the next word.</li><li>8. Transition to Phoneme-Grapheme Mapping. Some students will need more practice with word building. Once they can say it, tap it, map it...move them to sound boxes instead of Rippy-bits, and spend more time decoding words that include this skill while scaffolding at the word, phrase, sentence, then connected text levels. (Provide Extended Practice as needed.)</li></ol>
<b>Assessment</b>	Teacher observation
<b>Outcome</b>	Adjust instruction for small group based on student success.

## Task 4: Whole Group Dictation of Sounds, Words and Sentences

<b>Standard</b>	<b>ELA.2.III:</b> Create readable documents with legible print or cursive as developmentally appropriate. <b>ELA.2.37:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<b>“I Can” Statement</b>	<i>I can</i> write sentences with correct spelling, capitalization and punctuation.
<b>Materials</b>	Writing utensil, writing paper
<b>Procedure</b>	1. The teacher says sentence with <i>-dge</i> words aloud and students repeat it. 2. Teacher reminds students of correct capitalization, punctuation, and spelling conventions. 3. Students write sentences on their paper.
<b>Assessment</b>	Student work
<b>Outcome</b>	Adjust instruction for small groups based on student success.

## Task 5: Practice Reading Targeted Words/Patterns in Isolation and Connected Text

<b>Standard</b>	<b>ELA.2. I:</b> Read with sufficient accuracy and fluency to support comprehension. <b>ELA.2. II:</b> Know and apply grade-level phonics and word analysis skills in decoding words. · Identify words with inconsistent but common spelling-sound correspondences.
<b>“I Can” Statement</b>	<i>I can</i> read a decodable text containing words ending in <i>-dge</i> .
<b>Materials</b>	Decodable books that contain a high proportion of words with the previously targeted pattern, highlighters
<b>Procedure</b>	1. Students highlight words containing the <i>-dge</i> spelling pattern. 2. Students read only the highlighted words so they can practice the words in isolation before reading whole sentences. 3. Have students read the whole passage using their highlighted copies. 4. Give students a clean copy of the text (with no highlighting) and have them read the whole passage independently, with a partner or whole group.
<b>Assessment</b>	Teacher observation
<b>Outcome</b>	Adjust instruction for small group based on student success.

Lesson written by Kimberly Hunt