

PHONEMIC AWARENESS LESSON

Sample Lesson Plan for English Language Activities

BLOCK 1 – INDEX

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
PP2/G1	Literacy/English Language Activities	# ____	MM/DD/YYYY	# ____	__ : __	# of girls	# of boys

BLOCK 2 – GUIDING PRINCIPLES

Strand	Listening
Sub-Strand	Auditory Discrimination
Essence Statement	The listening skills (segmenting) and activities employed in this lesson will set a foundation for further literacy development.
KIQ Key Inquiry Question	What are the different sounds in a word and how can they help us read?
Specific Learning Outcomes a) Know how to... b) Be able to demonstrate... c) Have an appreciation for...	a) <i>Recognize that words are made up of different sound parts.</i> b) <i>Differentiate sound parts in words when in text and spoken aloud.</i> c) <i>Independently segment sounds when seeing new words in and outside of the software.</i>
LTK+ ABRA	ABRA: Auditory Segmenting (level 1, “I can move like a”)
Other Learning Resources	Image cards with 2 and 3-sound words (take words from the Conclusion section of this classroom activity or from flashcards on the Teacher Site).

Learning Organization a) Learners work in pairs on the LTK+ to enhance a skill b) Learners use this skill in pairs and engage in an oral activity c) Game in groups	a) <i>Learners engage in a group listening activity reviewing similar sounds.</i> b) <i>Learners work in pairs to segment words into sounds and participate in learning stations to strengthen segmenting skills.</i> c) <i>Learners confirm their learning by responding to prompts from the teacher.</i>
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BLOCK 3 – LESSON DEVELOPMENT

This is where you can tie in core competencies, values, and PCIs.

Review of Previous Lesson Suggested time: 2 minutes	Engage the learners in discussion about rhyming words and what defines a rhyming word. Link it to an activity you used in the last lesson plan.
Introduction Suggested time: 5 minutes	Play the <i>Auditory Segmenting</i> activity in the Alphabetics section of the ABRA software. Encourage learners to listen carefully. Ask for learners to pick the spaceship that matches the word that is segmented. Invite a learner to come up and click on the thumbs up or thumbs down. After two students have come up to the computer, ask all learners to participate and give a thumbs up if they think the sounds are the same and a thumbs down if the sounds are different. To reinforce the concept, model a few words on your own.
Lesson Development Suggested time: 10 minutes Step1, Step 2...	Step 1: Continue whole class instruction. Open the ABRA software and select the activity <i>Auditory Segmenting</i>, connect it to the story “The Little Red Hen” and select <i>level 1</i> (2-sound words). Listen carefully to the first word as a class, click on the green bird to listen again. Ask learners to repeat the word before clicking each possible answer (*the UFOs). Ask learners to vote for the UFO that matches the original word.  *

	For the next few rounds, invite volunteers to click on the first UFO, another learner to click on the second one and a third learner to click on the third. Ask the class which learner has the correct UFO to match the word. Repeat each sound (UFO) if necessary. Step 2: Outside of the software, select a few known 2-sound words such as: boy, buy, day, tea. As a group ask learners to segment the two sounds of each word. Be sure to model at least one first. For example: “buh” and “oy” for boy. (Notice that many of these words have more letters than sounds).
Differential Learning: Learning Stations Group 1, Group 2... Suggested time per station: 10 minutes *See lesson plans for suggested activities, however the teacher can use alternative activities available to them.	Group 1: Learners take turns signing into the software and selecting <i>Auditory Segmenting</i>, the story “The Little Red Hen” and <i>level 1</i>. In small groups, learners take turns selecting the correct UFO that matches the sound spoken by the software. If the software is unavailable, provide learners with a few picture cards featuring 2-sound words (boy, egg, key, see, pea). Ask learners to segment the sounds with a partner. Consider using the flashcards from this activity. Group 2: Provide the learners with the 2-sound words Auditory Segmenting worksheet from the Teacher Resource Site. Learners can complete the activity in pairs. Group 3: Provide the learners with the 3-sound words Auditory Segmenting worksheet from the Teacher Resource Site. Learners can complete the activity in pairs.
Conclusion Suggested time: 5 minutes	Learners work together to differentiate between 2- and 3-sound words. Provide learners with images of words that have 2- or 3-sounds. Some examples of 2-sounds would be: bee, egg, two, tea, and pea. Some examples of 3-sounds would be: ant, bean, book, bug, cat, foot, glue, pot, and pig. Learners need to organize the cards into two piles: one for 2-sound words and another for 3-sound words.

Learner Reflection	Once the class materials have been put away, ask learners to sit quietly on the carpet and close their eyes. State the following prompts: • Raise your hand if you hear 2-sounds for the following words. Keep your hand down if you hear more than two sounds: <i>bee, pot, tea, up, on, book.</i> If most learners answer correctly, move on to the next part. If many learners answer incorrectly, remodel each word emphasizing the two or three sound parts. Ask for a volunteer to model the two sound words aloud from the list above. Invite the learner to draw an image on the board then point to it and say bee, “buh”, “e.”
Extended Activity	Invite learners to listen for new words that have two sounds in their home environment. Encourage learners to share this word at the beginning of the next class.
Summary Statement	Words are made up of multiple different sound parts.
Assessment	Use the learner reflection as information to plan your next lesson. Are most of the learners confident distinguishing the number of sounds in a word? Are learners ready to work at a higher level of this ABRA activity? Were there any letter sounds that learners had trouble understanding?
Self-Reflection (Week 1) <i>*this section you fill in on your own</i>	<i>Here is a sample question to guide your reflection:</i> <i>After teaching this lesson, are you able to identify one learning activity that went well and another one that could have gone better?</i>
Self-Reflection (Week 2) <i>*this section you fill in on your own</i>	<i>Here is a sample question to guide your reflection:</i> <i>Were you able to adjust the lesson based on classroom needs?</i>

Peer Reflection (Week 2) *this section is completed by a peer	Peer Feedback Activity Share this lesson with a fellow teacher and complete the activity below for both of your lesson plans. <i>Share two stars (strong points) from the lesson and two wishes (areas to improve on).</i> Record the feedback below: Stars (strong points) 1. 2. Wishes (areas to improve on) 1. 2.
Self-Reflection after feedback *this section you fill in on your own	<i>How will you incorporate your peer feedback into your lesson? If you won't, explain why.</i>