

PHONICS LESSON

Sample Lesson Plan for English Language Activities

BLOCK 1 – INDEX

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

BLOCK 2 – GUIDING PRINCIPLES

Strand	Speaking and Reading
Sub-Strand	Phonics (letters with articulation of letter sounds)
Essence Statement	The speaking skills and activities employed in this lesson will set a foundation for further literacy development.
KIQ Key Inquiry Question	How can we combine word parts to make new words?
Specific Learning Outcomes a) Know how to... b) Be able to demonstrate... c) Have an appreciation for...	a) <i>Identify similar word parts.</i> b) <i>Match word families to create new words with and without the aid of a digital tool.</i> c) <i>Request opportunities to play the Word Families activity on the software during free time.</i>
LTK+ ABRA	ABRA: Word Families (level 1, “Henny Penny”)
Other Learning Resources	List of -at and -an words (see Introduction section below for some ideas), Alphabet Cards .
Learning Organization a) Learners work in pairs on the LTK+ to enhance a skill	a) <i>Learners participate in a group lesson that brings awareness to the word parts.</i>

b) Learners use this skill in pairs and engage in an oral activity c) Game in groups	b) <i>Learners work in small groups at four assigned learning stations to reinforce phonics skills.</i> c) <i>Learners reflect on their learning by reviewing new words in pairs.</i>
--	---

BLOCK 3 – LESSON DEVELOPMENT

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

Review of Previous Lesson Suggested time: 2 minutes	Write a series of three letter words on the board. Some examples: bit, bin, rat, pan. Ask learners to count the number of sounds they hear.
Introduction Suggested time: 5 minutes	Using the same words from the review above, erase the first letter of each word. Ask learners to read aloud the new words on the board. Add new letters at the beginning of the -it, -in, -at, and -an to model how new words can be made. Here are some examples, feel free to add others: -it: fit, hit, kit, lit, pit, sit -in: fin, pin, sin, tin, win -at: bat, cat, fat, mat, pat, sat -an: ban, can, fan, man, pan, ran, tan, van
Lesson Development Suggested time: 10 minutes Step1, Step 2...	Step 1: Open the ABRA software and select the activity <i>Word Families</i>, connect to the story “Henny Penny”, and level 1. Explain that the letters on the canvas are called word families and that the paint cans can help us make new words. Step 2: Listen to the software as a class, use the green bird function to repeat the word. Ask for volunteers to select the correct paint can. Step 3: After a few times, invite the group to answer aloud as a class. Step 4: Be sure to model a few errors so learners know how to follow along with the software.

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>Word Families</i>, “Henny Penny” and level 1. In small groups, learners take turns dragging the correct paint can to the canvas. If the software is unavailable, use the print version of the activity from the Teacher Site. Group 2: Prepare a list of 10 words before the lesson that feature at least 2 different word families. Here are some ideas: cap, lap, map, tap, zap and bat, cat, fat, hat, mat. Ask learners to read the words aloud and take turns creating silly sentences using these words. Group 3: Provide learners with the Word Families (level 1) worksheet from the Teacher Site. Instruct learners to work in pairs to complete the activity. (If learners already completed this in group 1, consider providing learners with level 2 of the worksheet). Group 4: Write the following word families on the board: “-at” and “-ip” Provide learners with the consonant letters from Alphabet Cards (not vowels) and invite them to place each letter beside the word family and practice blending the sounds together to make new words.
Conclusion Suggested time: 5 minutes	Say the word “cat” aloud and ask for volunteers to list new words from that word family. Repeat the activity with the word “sip.”
Learner Reflection	Prompt learners to turn to the person sitting next to them and share a few new words they learned today. Ask the pair to share words with the class.
Extended Activity	Provide learners with a small piece of paper that has a word family written on it (for example: -at, -ap, -ip, -in, -op, -ack, -ick). Ask learners to go through the alphabet and sound out new words using their word family. Are there any words they have heard before? Share with the class at the beginning of the next lesson.



Summary Statement	Adding new letters to word families allows us to make new words.
Assessment	Use the learner reflection as information to plan your next lesson. (Were there any sounds or word families that learners had trouble with? Were learners reluctant to speak aloud?) How can you address these matters in the next lesson?
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>Do you think this was a successful lesson? Give at least three reasons why or why not.</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>If you were to redesign this lesson for a similar group of learners next year, what would you change? Why would you make that change?</i>
Peer Reflection (Week 2) <i>*this section is completed by a peer</i>	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 <i>*this section you fill in on your own</i>	<i>How will you incorporate your peer feedback into your lesson? If you won't, explain why.</i>