

Title: Phoneme Counting and Segmentation

Subject: Language Arts

Standard: Phonemic Awareness

Grade: Kindergarten **Date:** January/February 2006

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| <p>Vision</p> <p>We want our students to be able to blend and segment words to be successful writers.</p> | <p>Lesson Summary</p> <p>Children will represent words with claps to show that they consist of individual sounds. After whole group practice, students will individually create two/three phoneme words using provided picture cues.</p> |
| <p>Goal(s) of This Lesson</p> <p>The students will extend phoneme analysis and synthesis to consonant-vowel-consonant words.</p> | <p>Prior Knowledge/Pre-Assessment</p> <p>Children should know individual letter sounds and be able to identify and print letters of the alphabet.</p> |
| <p>Team Members</p> <p>Kim Medaglia, Brookpark Memorial Claudia Pilkey, Brookpark Memorial Carlina Horley, Parknoll Samantha Schaefer, Big Creek Michelle George, Brookview</p> | <p>Reflections/Insights</p> <p>Children will be at different levels; some will only do beginning sounds, some beginning and end, and others will be able to segment the entire word. Some will do "book spelling." Using the auditory (clapping) was beneficial for some.</p> |

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Relationship to the Curriculum

Ohio Academic Content Standards

| Subject | Benchmark | Indicators |
|---|---|---|
| Language Arts Phonemic Awareness, Word Recognition and Fluency | A. Use letter-sound correspondence knowledge and structural analysis to decode words. | 7. Hear and say the separate phonemes in words, such as identifying the initial consonant sounds in a word, and blend phonemes to say words. 5. Recognize, say and write the common sounds of letters. |
| Language Arts Writing Processes | | 5. Write from left to right and top to bottom. |
| Language Arts Communication: Oral and Visual | C. Follow multi-step directions. | 1. Listen attentively to speakers, stories, poems and songs. |
| Language Arts Writing Conventions | | 3. Show characteristics of early letter name-alphabetic spelling. 4. Use some end consonant sounds when writing. |
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Materials and Resources

Phonemic Awareness in Young Children by Marilyn Adams ...et al, Paul H. Brooks Publishing Company (available at amazon.com)

List of appropriate two/three phoneme words with picture cues

Dry erase board and marker

Segmenting picture worksheet

Pencils

Jack Hartman "Shake Rattle-N- Read" CD (optional)

Unit Suggestions

This lesson should be repeated several times a week.

Notes:

Other Resources:

Creative Teaching Press Phonemic Awareness Songs and Rhymes, available in Fall, Winter and Spring editions at Holcombs and Education Avenue.

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Lesson Plan

| Suggested Time Frame and Steps | Teacher Direction, Support and Key Questions | Student Learning Activities | Anticipated Student Questions and Responses | Evaluation/ Assessment |
|---------------------------------------|---|---|--|--|
| 10 min. | <p>Explain to children that they are going to play a word game. They will listen to sounds in words and write the letters of the sounds they hear. (If you have the Jack Hartman "Shake Rattle-N- Read" CD, you can use the song "Word Stretch" as an intro to this lesson.)</p> <p>Show the picture and say the two sound word (up) in two clearly separate parts, u ... p. Ask the children to repeat what you have said.</p> <p>To represent the two phonemes in up, clap as you say each phoneme.</p> <p>Print the sounds you hear in the word "up" on a dry erase board for the children to see.</p> | Children represent the word (up) with claps to show that it consists of two sounds. | | Teacher observation throughout lesson. |

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|---------------------------------------|---|---|--|------------------------------|
| | <p>Next, explain that words may consist of more than two sounds. Show the picture and say the word (bone) b...o...n. Ask the children to repeat what you have said.</p> <p>To represent the three phonemes in bone, clap as you say each phoneme. Print the sounds you hear in the word "bone" (b-o-n) on a dry erase board for the children to see.</p> <p>Show picture and say the two sound word (knee) in two clearly separate parts, n ... e. Ask the children to repeat what you have said.</p> <p>To represent the two phonemes in knee, clap as you say each phoneme.</p> | <p>Children repeat the word (bone) in unison.</p> <p>Children clap in unison with the teacher to demonstrate the three phonemes in bone.</p> <p>Children repeat the word (knee) in unison.</p> <p>Children clap in unison with the teacher to demonstrate the two phonemes in knee.</p> | <p>"That's not how you spell the word bone"</p> | |

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| 10 min. | <p>Print the sounds you hear in the word "knee" (n-e) on a dry erase board for the children to see.</p> <p>Show picture and say the three sound word (fan) in three clearly separate parts, f...a...n. Ask the children to repeat what you have said.</p> <p>To represent the three phonemes in fan, clap as you say each phoneme. Print the sounds you hear in the word "fan" (f-a-n) on a dry erase board for the children to see.</p> <p>Show and explain phoneme worksheet to students reminding them that all boxes may not be needed for all words. Write the sounds you hear for each word in the boxes next to the picture. Review picture names. Students may clap as reinforcement of separate</p> | <p>Children repeat the word (fan) in unison.</p> <p>Children clap in unison with the teacher to demonstrate the three phonemes in fan.</p> | <p>"That's not how you spell the word knee".</p> | |

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Differentiated Instructional Support

- Using a highlighter, trace the boxes needed for each picture cue.
- Supply an individual alphabet strip.
- Students lacking letter-sound correlation can color one block for each sound heard.
- Students who can “book spell” should be encouraged to do so. Boxes may need to be disregarded.

Extensions

Write own two/three phoneme words in boxes on back of worksheet.

Write a sentence using one of the picture words on back of worksheet.

Choose picture from picture box, glue picture on back of worksheet and write the phonemes in the word next to the pictures.

Include blends and diagraphs

Technology Connections

- Using the program Kid Pix, students can stamp a picture then stamp the letters to represent the phonemes in the picture name.
- Reader Rabbit Learn to Read Pre-K – K (Bubble Blend and Sorter Magic).
- www.starfall.com

Literature Links

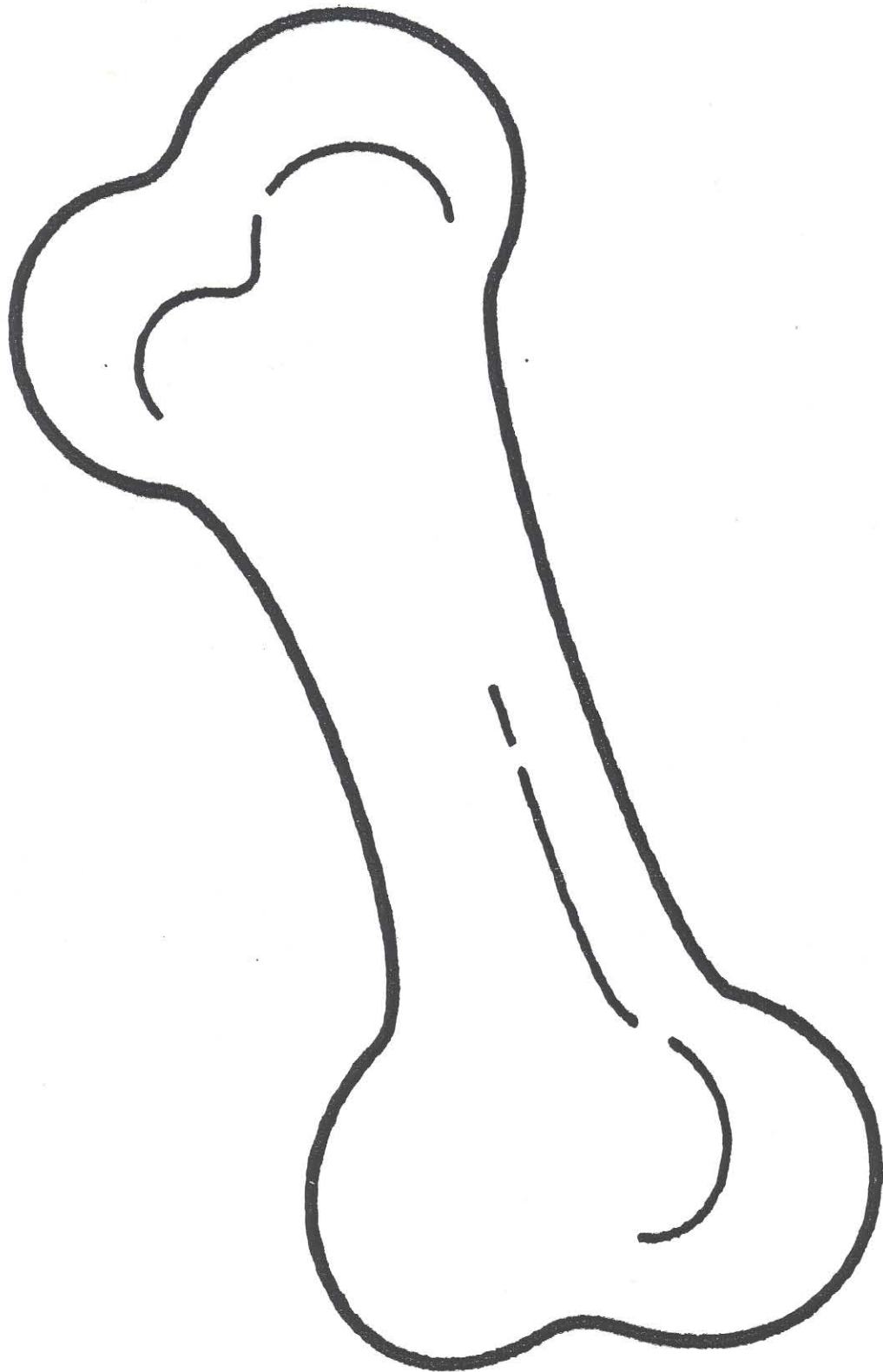
Clifford’s Magnetic Spelling by Bridwell

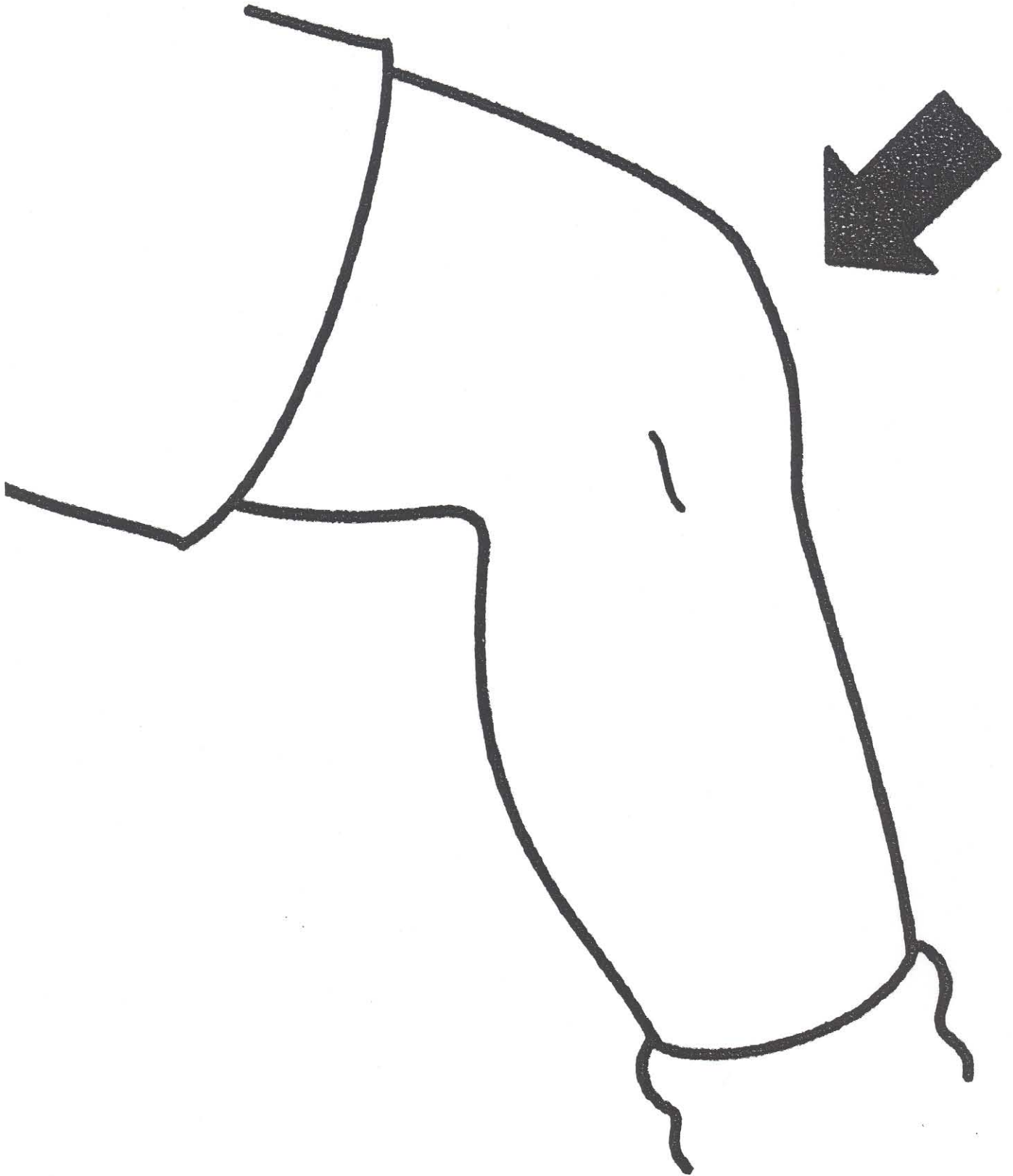
I Can Spell Words with Three Letters by Nilsen

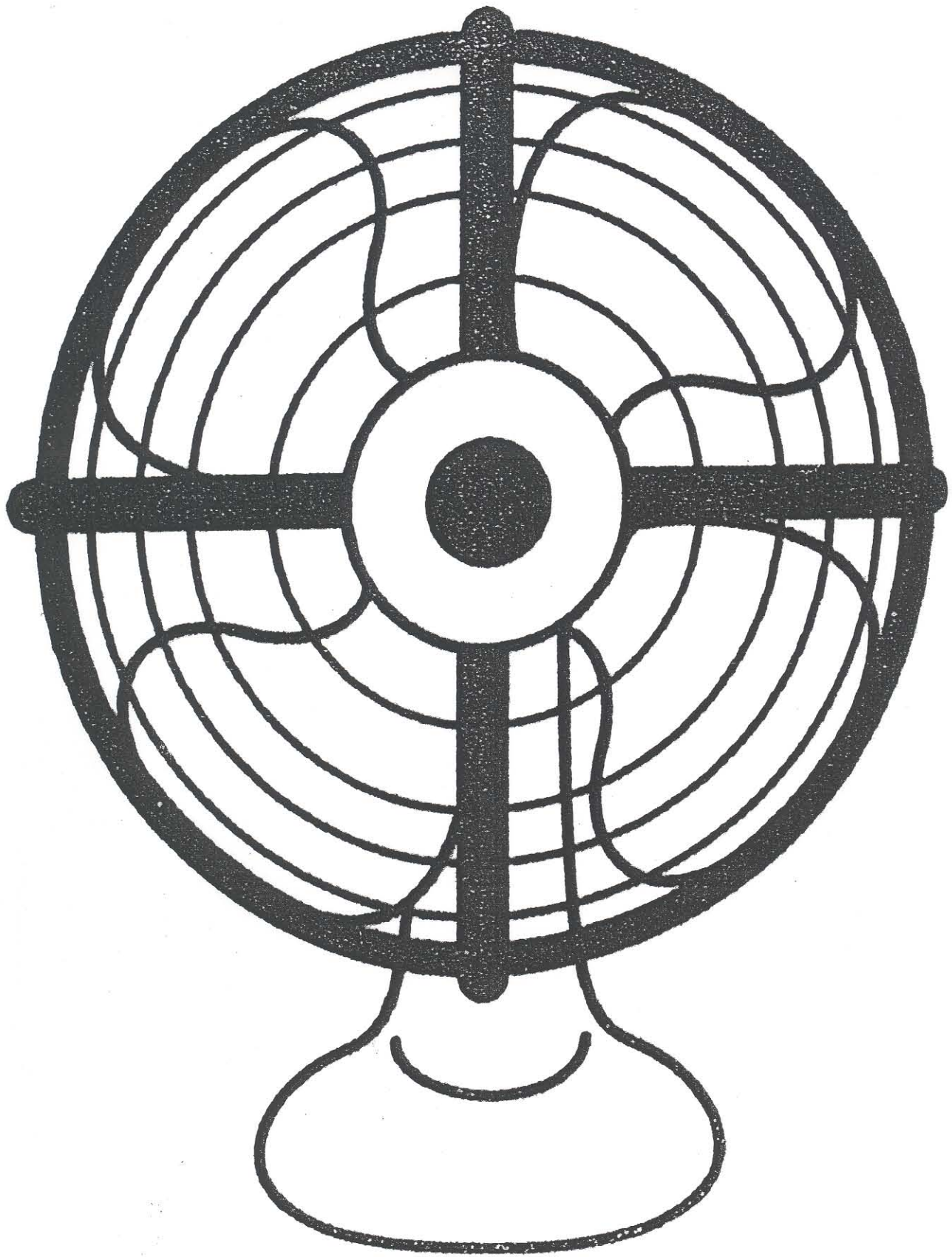
I Can Spell Words with Four Letters by Nilsen

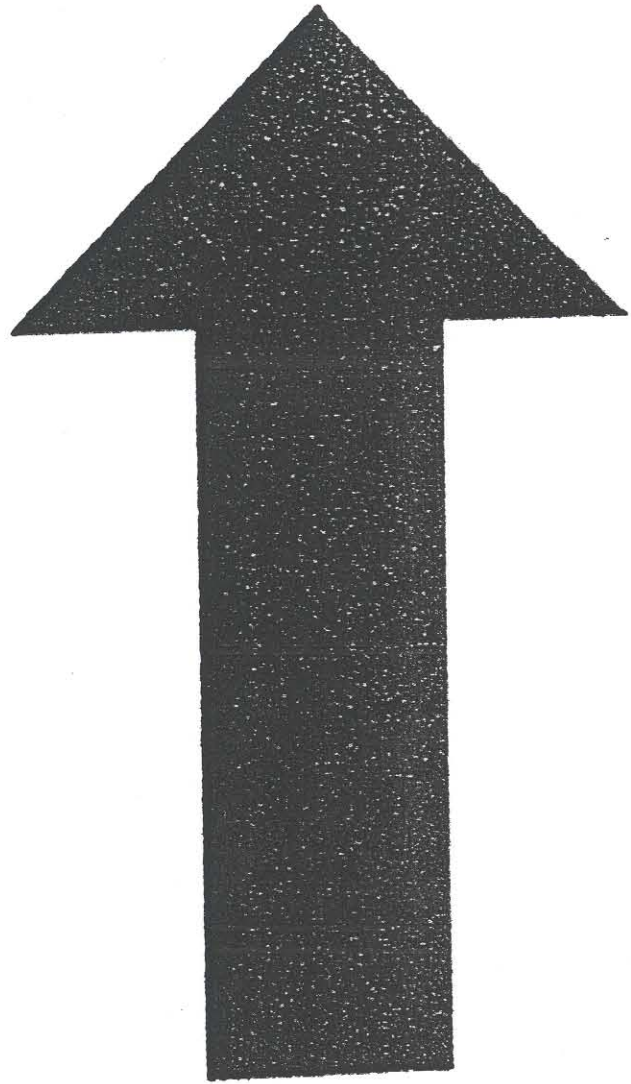
Word Family Series by Alphatales

Note: Please see printed copies in your school’s library for handouts and samples of student work.



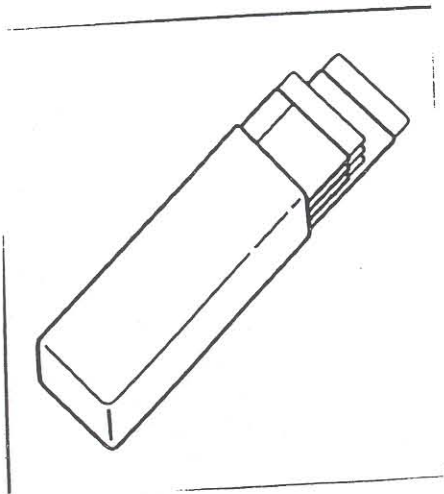








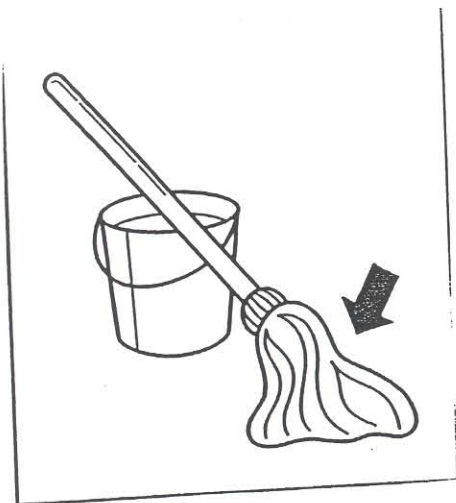
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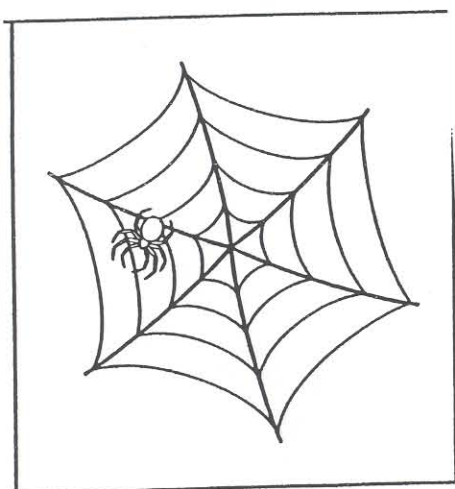
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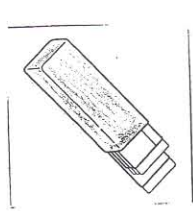
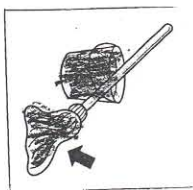
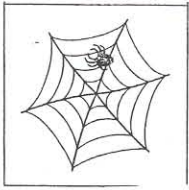
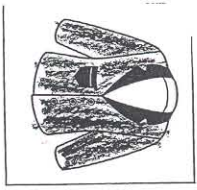
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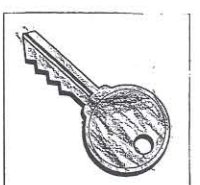
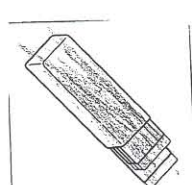
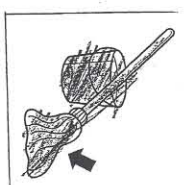
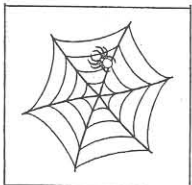
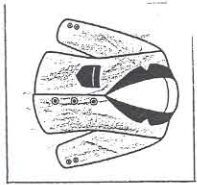
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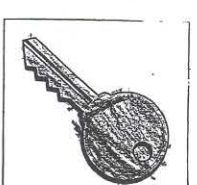
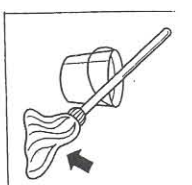
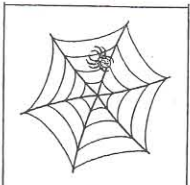
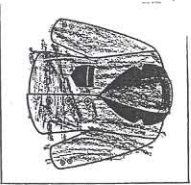
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