

RAZ Kids - Foundational Skills – Kindergarten

Lesson 12: Phonological Awareness: Sound Discrimination: Final Sounds, Blend Phonemes, Segment Onset and Rime, Segment Syllables, Listening Activity (Book)

Glynn County Lesson Plan for ESOL

Teacher : Sheryl Caudle	
Course/ Subject: Kindergarten RAZ Skill Lessons 9:45-10:30	
Week of Instruction: March 22, 2021 – March 26, 2021	
Groups: <u>Monday</u> – Creekmore <u>Tuesday</u> – Crosby, <u>Wednesday</u> – Morgan, <u>Thursday</u> – Crosby, <u>Friday</u> – Creekmore	
<p>Opening (I Do)</p> <p>An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson.</p> <p>TKES 1, 2, 3,4,5, 8,10</p>	<p>Georgia Standards of Excellence:</p> <p>Listening and Speaking:</p> <p>ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
	<p>WIDA Standards:</p> <p>Standard 1: EL's communicate (listening, speaking, reading, writing) for Social and Instructional purposes within the school setting.</p> <p>Standard 2: EL's communicate (listening, speaking, reading, writing) information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
	<p>Learning Target:</p> <p>I will be able to blend sounds to read a word.</p>
	<p>Success Criteria:</p> <p>I can discriminate sounds and words by:</p> <ol style="list-style-type: none"> 1. Sound Discrimination: Final Sounds 2. Blend Phonemes 3. Segment Onset and Rime 4. Segment Syllables 5. Listening Activity - Book
	<p>Introduction/Connection: Sound Discrimination: Final sounds</p> <ul style="list-style-type: none"> • Say the words <i>man</i> and <i>pan</i>. Tell the students that the words end with the same sound: /n/ (sound, not the letter name). Have the students repeat the words and final sound. • Say the following words: <i>ham/ram/hat</i>. Have the students repeat the words and tell you which two words end with the same sound. Then repeat the steps with the following words, one group at a time: <i>pot/flag/sit, run/man/rub, tap/tug/mug, knob/bib/no, said/make/feed</i>. Have the students tell the final sound that is the same in the two words.

RAZ Kids - Foundational Skills – Kindergarten

Lesson 12: Phonological Awareness: Sound Discrimination: Final Sounds, Blend Phonemes, Segment Onset and Rime, Segment Syllables, Listening Activity (Book)

	<p>Direct Instruction: Sound Discrimination: Final Sounds</p> <ul style="list-style-type: none"> Say the following sentence slowly, emphasizing the /t/ sound at the end of words, and ask the students to clap every time he/she hears /t/, <i>Put the cut nut in the fat pot.</i> Repeat with this sentence, emphasizing the /b/ sound at the end of the words: <i>Rub-a-dub-dub, is bub the crab in the tub?</i> Game Cards: Name each picture with the group: <i>goat, boot, frog, slug, book, cake, crab, bib, dress, glass, pail, girl, cheese, nose, box, fox.</i> Spread out the cards face down on the table. Have the students turn over two cards, say the names of the pictures, and tell whether words end with same sound. For example, cake and book end with the same sound /k/, and cheese and nose end with the same sound: /z/. If the student is correct, he/she can keep the cards. If the child is not correct, have him/her turn the cards face down. It is now your turn. If the child has difficulty identifying the picture or the final sound, tell him/her.
<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE: Blending Phonemes</p> <ul style="list-style-type: none"> Tell the students that you are going to say a word slowly by stretching out the sounds: /grrrooo/. Then tell the child you are going to blend the sounds together to say the word <i>grow</i>. Repeat one more time, having the students listen carefully. Tell the child you will say the sounds of some words and that you want him/her to blend them together to say the word. Teacher: /mmmooop/ ; child: <i>mop</i> Follow the same procedure with the words: <i>sick, fine, make, seed</i> <p>Segment Onset and Rime</p> <ul style="list-style-type: none"> Tell the students that you are going to split a word into its first sound and its rime. Then say: <i>fit: /f/.../it/</i>. Repeat the word and have the students say the onset and rime: <i>fit: /f/.../it/</i> Say the following word, one at a time, and have the child segment the word into their initial sounds and rimes. Teacher: <i>tub; child: /t/.../ub/</i>. Follow the same procedure with the words: <i>hub, tape, cape, goose, loose, coat, note.</i> <p>INDEPENDENT APPLICATION: Segment Syllables</p> <ul style="list-style-type: none"> Say the word <i>engine</i>. Tell the students you can segment the word into its syllables: <i>en...gine</i>. Have the students repeat the word and then say the syllables. Say the following words one at a time, and have the students repeat the words and say the syllables: <i>follow (fol...low), present (pres...ent), begin (be...gin), dangerous (dan...ger...ous), tomato (to...ma...to)</i>
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p>Wrap Up:</p> <p>Listening Activity:</p> <p>Read the book <i>The Walrus and the Whale</i>. Show the students the cover illustration and predict what the story might be about. Students will listen for words that start with /w/ and /wh/ as the book is read aloud. Teacher will model fluent reading using appropriate expression. Teacher will pause occasionally before turning a page to ask: <i>What do you think might happen next?</i></p> <p>When the book is finished, involve the students in a brief discussion by asking question such as: <i>Did you like the story? Why or Why not? What was the whale's problem? How was the whale's problem solved? Could this story really happen? Why or Why not?</i></p>



Learning Target:

I will be able to blend sounds to say a word.



Success Criteria:

I can discriminate sounds and words by:

1. Sound Discrimination: Final Sounds
2. Blend Phonemes
3. Segment Onset and Rime
4. Segment Syllables
5. Listening Activity - Book