

Lesson Plan

Blending and segmenting - Ordering Sounds

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in words.
- Students will be able to put the sounds in order to form simple words.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Ticket Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Picture cards with simple words (e.g., cat, dog, hat, cup)
- Whiteboard and markers

VOCABULARY

- Phoneme
- Initial sound
- Medial sound
- Final sound

INTRODUCTION

1. Begin the lesson by showing the students picture cards with simple words (e.g., cat, dog, hat, cup).
2. Ask the students to name the picture and the first sound they hear in the word.
3. Repeat with a few more pictures to make sure the students understand the concept of the initial sound.

INSTRUCTION

1. Explain to the students that words are made up of sounds called phonemes.
2. Demonstrate how to isolate and pronounce the initial sound in a word (e.g., "c" in cat).
3. Show the students how to put the sounds in order to form simple words (e.g., "c-a-t" spells cat).
4. Repeat with a few more words to make sure the students understand the concept.

GUIDED PRACTICE

1. Divide the students into small groups and provide each group with a set of picture cards.
2. Instruct the students to work together to isolate and pronounce the initial, medial vowel, and final sounds in the words on their cards.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently to create their own words using the picture cards.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to find objects at home that begin with the same initial sound as their name.
2. Encourage students to share their objects with the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write a word and then break it down into its initial, medial vowel, and final sounds.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor student progress and understanding.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of the objective.

CLOSING

1. Review the concept of isolating and pronouncing the initial, medial vowel, and final sounds in words.
2. Ask students to share one word they created during the lesson and break it down into its sounds.

TEACHING TIPS

After completing the initial lesson on isolating and pronouncing phonemes, use the Sound Sorting game as an extension activity to reinforce the concept in a fun and engaging way. Students will enjoy the competition aspect of the game while practicing their phonemic awareness skills.

- Use visual aids like picture cards to make it easier for students to understand the concept of phonemes.
- Encourage students to repeat the sounds and words out loud to improve their pronunciation skills.
- Provide positive feedback to boost students' confidence and motivation.

MISCONCEPTIONS

- Students may confuse the initial sound of a word with the letter it starts with.
- Students may struggle to hear the medial vowel sound in words, especially if it is a short sound.
- Students may have difficulty breaking down longer words into their individual sounds.

EXTENSION

1. Students can practice blending sounds together to form words.
2. Students can practice segmenting longer words into their individual sounds.

INTERVENTION

1. For students who struggle with fine motor skills, larger and easier to grasp picture cards can be used.
2. For students who need extra support, a visual aid or diagram can be provided to help them understand the concept of isolating and pronouncing sounds in words.

COMMON CORE STANDARD

RF.K.1.B - Recognize that spoken words are represented in written language by specific sequences of letters.

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