

PHONEMICS

SAMPLE LESSON

- Skill Area:** Literacy (Reading)
- Language Stage:** Early Production
- Outcome:** Students will be able to locate words by predicting letters/sounds in words.
- Materials:** Book: age and level appropriate (adjust text for age-appropriate interest)
- Procedure:** Preview the book in advance to the lesson. Choose a HFW (high frequency word) or high utility word that appears in the book's text. Begin the lesson by introducing the story. Take a "picture walk," page through the book while examining and discussing the illustration to activate and to develop background knowledge. When you arrive at a page where the HFW occurs, have the students turn their books over. Tell the students the HFW. Have them say it out loud. Ask students to predict the beginning letter. Have students turn books back over and find the word. Proceed to the text's end in manner describer above. Read the book to or read the book with the students. Discuss the book.

Note: Limit number of words to predict and locate to two for primary students. Add a few more for more proficient older students. As students develop, predict and locate for beginning sounds, ending sounds (or chunks), and medial sounds.

SAMPLE LESSON

- Skill Area:** Literacy (Reading)
- Language Stage:** Early Production
- Outcome:** Students will identify letters by sight and name the letters.
- Materials:** Sound card, several books and magnetic letters and a variety of tactile substances such as sand paper, shaving cream, blackboard and wet sponge, or finger paints (for primary grades)
- Procedure:** Choose a few unknown letters to focus on. Consider starting with the letter in the student's name. The teacher will introduce the name of the letters. If possible, find out from the student if they know the name of the letter in their native language. Repeat the name of the letter in English. Have the student repeat it if they are willing. Teacher should model how to write the letter. Have the student write it using various mediums such as finger paint, sandpaper paper, etc. As the students write the letter, they should say the name of the letter or the teacher should say it. Have the student locate the letter in print or in a pile of various magnetic letters. Add new letters as the student masters previously taught letters. Review daily.