# Phonological Awareness Lesson Instruction Guide

**Goal:** Blend and segment individual phonemes in single syllable spoken words.

Subskill Focus: _____

Date: _____

Students: _____

_____

Instructor: _____

| *Time/Activity* | *Instruction (with example activities)* | *Materials* |
|---|---|---|
| ⏱ **Review** 2 min | **Review learned skill to be reinforced.** | word lists<br><br>nursery rhymes<br><br>poems<br><br>books |
| ☐ rhyme<br>☐ alliteration<br>☐ compound word parts<br>☐ syllables<br>☐ onset and rime | • Review learned skill with lists of words or in connected text<br><br>• Emphasize target sound skill and have students identify and/or generate examples | |
| ⏱ **Sound Matching** 5 min | **Practice sorting by sounds.** | word lists with target sounds<br><br>picture cards<br><br>objects to sort |
| ☐ rhyme<br>☐ number of syllables<br>☐ initial sound<br>☐ final sound<br>☐ medial sound | • Teacher reads 4 words (3 with the same target sound feature and 1 that is different). Teacher models how 3 are the same, and 1 is the "odd one out."<br><br>• Students sort sets of picture cards. Three are the same target sound and 1 is different (be sure to name each picture or object before starting so students know the intended word for each).<br><br>• Students complete rounds for each target sound (i.e., find the 3 words that rhyme and the 1 "odd one out"). | |
| ⏱ **Sound Blending** 5 min | **Practice blending individual spoken sounds into words.** | word lists with target sounds<br><br>manipulatives (colored tiles, blocks, felt squares, etc.) |
| ☐ compound words<br>☐ syllables<br>☐ 2 phonemes<br>☐ 3 phonemes<br>☐ 4 phonemes | • Teacher says sounds slowly (i.e., *ssssaaaat*) while touching a manipulative for each sound.<br>• Blend the sounds and say the word faster, moving finger under manipulatives from left to right (i.e., *ssaat*).<br>• Students practice several words with the teacher.<br>• Students practice as a group and then individually. | |
| ⏱ **Sound Segmentation** 6 min | **Practice segmenting words.** | word lists with target sounds<br><br>manipulatives (colored tiles, blocks, felt squares, etc.)<br><br>picture cards<br><br>Elkonin sound boxes |
| ☐ compound words<br>☐ syllables<br>☐ onset and rime<br>☐ 2 phonemes<br>☐ 3 phonemes<br>☐ 4 phonemes | • Teacher says the whole word, then divides it into its target segments while touching a manipulative for each part.<br>• Students repeat the word and then segment it into its parts. Students touch manipulative as they segment, say the sound and move it into a square of the Elkonin box. Students practice as a group and then individually.<br>• Teacher segments 3-4 different words from pictures and places each as a target sound (i.e., # of syllables or position of phoneme). Students select a picture, name it, segment the parts, blend it back together, and place it with its matching group. | |

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|---|---|---|
| ⏱ **Finger Point Reading** 5 min | **Practice applying initial sounds to reading.** | short, familiar text in books or poems |
| | • Teacher reads a sentence and students echo as they complete a shared reading of the text.<br>• Teacher points at the initial letter of each word as he/she rereads the text, inviting the students to join in the reading.<br>• Students recite along with the teacher as he/she points to promote recognition of the initial phoneme sound matched with the initial letter in the written text. | |
| ⏱ **Wide Reading/ Listening** 5 min | **Listen and respond to connected text.** | wide reading text/book<br><br>comprehension strategies |
| | • Students listen and echo read with connected text while teacher models fluent reading prosody.<br>• Teacher models asking and answering questions about the text.<br>• Teacher asks 2-3 strategic comprehension questions (i.e., key details, vocabulary, retell). | |
| ⏱ **Closure** 2 min | **Review new learning.** | word lists<br><br>picture cards<br><br>manipulatives (colored tiles, blocks, felt squares, etc.) |
| | • Teacher reads 3 words (2 with the same target sound feature) and asks, "Which word doesn't belong?"<br>• Teachers says target sounds slowly for a target word while touching manipulatives and asks, "What word do these sounds make?"<br>• Students segment the target sound in 1-2 pictures, then blend back into words. | |

## Planning

**Step 1**  Identify skill targeted for review and reinforcement based on assessment data and observation.

> **Review**

**Step 2**  Identify specific subskill focus for this lesson based on assessment data and observation.

> **Sound Matching**

**Step 3**  Identify specific skill level for blending and segmenting based on assessment and observation.

> **Sound Blending**    **Sound Segmentation**

**Step 4**  Gather and prepare materials.  Example resources:  Florida Center for Reading Research, Phonological Awareness Literacy Screening (PALS) activities, Institute of Education Sciences (IES) practice guides.

**Step 5**  Progress monitor subskills to determine movement through the sequence of instruction until goal is met.  Lack of sufficient progress over time may indicate a need to change intervention and/or tier placement.