

Artifact 3: Lesson Plan for Phoneme Blending

Lesson: Blending Phonemes with Pictures and Rhymes

Goal: Student BR will learn to manipulate spoken words and manipulate sounds to create words.

Objectives: Student BR will blend 3-4 phonemes together to create a word using pictures and picture sounds. Student BR will blend 3 phonemes together related to letters to create verbal words and visual word representations with the letters.

GLCE's:

-**R.WS.01.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.

-**R.WS.01.02** recognize that words are composed of sounds blended together and carry meaning.

Preassessment: MLPP blending score 2/8

Materials Needed: FCRR PA.048- Picture Slide Cards (FCRR, 2008)

Time Needed: 15 minutes 5 sessions a week

The Lesson:

Opening:

Teacher will activate prior knowledge by discussing the ideas that words are made up of sounds. Tell students that today we are going to break apart and blend together every sound in the word, “breaking apart a word is like counting the sounds in a word”. Have students do this with you as you segment the sounds in the word *cat*. Put up one finger for each sound /c/ /a/ /t/. Then show them that blending is the opposite. Blending is taking those three sounds and putting it together into a word. Give another examples such as “/m/ /a/ /p/ *map*”. Then get started by reviewing onset and rime words (it is assumed that when performing this lesson students are already successful at segmenting onset and rime and also blending onset and rime). Tell the students “I am going to say two parts of a word and I want you to put it together to tell me the whole word /l/ /ion/”. Students should respond “lion”. This will be done verbally with the teacher saying a word like “cat” and separating it into the onset /c/ and the rime /at/, then blending is back together and saying “cat”. This will be done with five different words so that students remember the idea of separating sounds and blending together. This will activate the knowledge that words are made of sounds and likewise that sounds create words.

Middle:

After students have worked with onset and rime that we are going to do a pictures slide game. Students will segment all the sounds in a word out and blend all the sounds in a word together. To do this they will use picture cards. This is called *Picture Slide*. Next, model for students the way to use the cards to segment and blend all the sounds in the word. Take a picture that is

previously cut up into pieces that correctly represent the amount of phonemes in that word. For example a picture of a frog will be cut up in four pieces for each segmented sound /f/ /r/ /o/ /g/. Model segmenting the sounds as you move the pieces apart and then model blending the word as you push the pictures back together. After modeling allow student guided practice by having them segment and blend the picture cards with you and then on their own with feedback on their implementation. As independent practice for the student have them segment and blend two and three phoneme words on their own.

(FCRR, 2008)

See artifact 4 for picture slide cards

Closing:

As further independent practice play the “Riddle Guessing Game”. Tell the student that you are going to play a game in which they need to blend the sounds to guess the answer to the riddle. You will give the student a category and a segmented word. To answer the riddle the student needs to blend the word correctly to guess the answer. Before playing model this game, practice together, and then allow the student to guess on their own. A clue would be something like “I’m thinking of an animal that has fur. It’s a /c/ /a/ /t/”. The child should say “cat”. If the child guesses the riddle correctly they can create the next riddle giving the clue and segmenting the answer. If they guess incorrectly give feedback as to the answer and determine how you got it together.

Method for Evaluating Student Performance:

Informal assessment of ability to blend picture cards will be used. Formal assessment of the riddle game can be used. Note the word segmented and note the students’ blended answer. This will allow for later analysis of the student’s blending abilities. You will be able to get information about the parts of blending the student is successful in and the number of phonemes he/she can correctly blend and when the number of phonemes for blending is no longer successful.

Post Assessment: The formal post assessment to conclude the success of the lessons will be the same as the initial preassessment, the MLPP phoneme blending assessment. This will be given once a month to determine skill development, or sooner if the evaluation tools show the student has mastered the skill.

Artifact 5: Lesson Plan for Letter Sound ID

Lesson: Letter Sound Picture Sort and Making Words

Goals: Student BR will learn that letters represent sounds

Objectives: BR will verbally identify all 26 letters and the 26 letter sounds. Student will also use the identified letters to build words, segmenting and blending sounds and connecting it to letters.

GLCE's:

- **R.WS.01.01** demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- **R.WS.01.02** recognize that words are composed of sounds blended together and carry meaning.
- **R.WS.01.03** understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- **R.WS.01.04** use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs *th, ch, sh*.

Preassessment: MLPP letter sound ID (13/ 26 sounds)

Materials Needed: Brown paper bags labeled with a letter on each bag (each exposure 3 known letters 2 unknown letters) picture cards to go with those. Letter tiles for making words. List of words to build for each *Making Words* unit.

Time Needed: 20 minutes

The Lesson:

Opening:

Begin by activating prior knowledge of letter and letter sounds. Sing an alphabet song that connects letters to sounds. This should be a song familiar to the student and that is done at other times in the day other than just this lesson. The song I will begin with is a letter song familiar to BR that we sing in my class everyday. Example lyrics are “ A says /a/ ant in an ambulance /a/ /a/ /a/”. There are visual representations of this song in the form of pictures that represent the words connected to the sounds and the grapheme or letter connected to the letter name. After going through all 26 letters and sounds in the song. Put out five brown bags with five different letters on them. Each session there will be three known letters put out and two unknown letter bags. Use flash cards of the letter song to review the five target letters and their sounds for the day. Say to the student, “there are some new letters on these bags today and they are ____ and _____. Lets review the sounds those letters make”. Introduce the new sounds and letters with example words that begin with that sound. Model for him by saying the sound two times then a word. Example say “/p/ /p/ pumpkin”. Have the student join you in the sound warm up as you say the sound and words that begin with it back and forth. Do this for each letter bag that is used in the session.

Middle:

Now that the student's activation of prior knowledge has been established, model for the student the activity. Show the student all the materials and let the student know that the goal is to sort all the pictures according to their initial sound into the correct letter bag. Tell the student "you will choose a pictures card from a pile of cards. Then you will segment the first sound of the picture and put it in the right bag". Model this for the student doing one picture for each sound on the bags. As you model for the student also model strategies to figure it out if you are stuck such as reviewing the song in my head to recall the letter sound correspondence, or I would review the other letter options to determine the correct letter sound. Next, allow the student to sort on their own as guided practice with feedback for all pictures sorter correctly or incorrectly. If they get it correct say, "great job you matched the /p/ sound in pumpkin to the right letter". If they get it wrong say, "what is the first sound you heard in this word" allow them to respond. Then have then used the letter song to correct their error. Finally, give the student another pile of picture cards. Have them sort these outside the bag by placing the picture in front of the bag on their own. This will serve as independent practice for the student, and an informal assessment for you.

Closing:

In order to transfer both the ideas of phoneme blending and the concept of letter sounds and phonics together end each session with a *Making Words* lessons. Choose a *Making Words* lesson that incorporates the new letters into the word building. If the focus of the brown bag sorting was the new letters *a* and *d* make sure those letters are incorporated into the lesson. The student will have all the letters needed to create a list of words in front of him on letter tiles. Review the sounds of the letters by saying "touch the A, A says /a/" etc for each letter. Then say a word for the student to build, use the word in a sentence then repeat the word again. The student will segment the word and use the letter tiles to build the word. For example, is you say "build the word *and*. I like peanut butter *and* jelly. *and*". The child will then segment *and* into its sounds /a/ /n/ /d/ and put the word tiles in the correct order to build the word *and*. After building a word, touch each sound and then blend the word together to say the whole word. At the beginning of the word list do this with the student, after a few examples have him or her do this independently. Prior to doing a lesson you will need to have the list of letters and list of words that can be made from those letters. You can obtain this from the *Making Words* instruction manual or by creating the list yourself. Example words and word list:

Letters: s t a n d

Words: an, and, Dan, tan, sat, sand, stand

Since this part of the lesson relates to the letters previously learned this will need to be individualized each session.

(Cunningham, 2009)

*This will go on for 7 sessions or more (2 new letters a session at 13 letters to learn is 7 sessions without review). Make sure when new "unknown letters" are chosen and that the previous unknown letters are left for further review.

Method For Evaluating Students:

Students will be evaluated in two different ways. First, informal evaluation of the student's independent practice of sorting the pictures outside of the bag. This will demonstrate what the

child was able to do oh his or her own. The second form of evaluation will be observations of the child's ability to correctly identify the letters in *Making Words* and the ability to blend them into a word.

Post assessment: The formal post assessment for letter ID will be the MLPP letter sound ID test.

Note for Artifacts 7, 8, 9, 10:

BR's mother did not want BR's face recorded or photographed for this study. For this reason all the following artifacts will show BR's hands, and voice but not his face.

Artifact 7: Picture Slide Blending Video

*see additional attachments

Artifact 8: Blending Riddle Game Video

*see additional attachments

Artifact 9: Student Performing Letter Bag Picture Sort



Artifact 10: Student during *Making Words* lesson

*see additional attachments

This is not the full *Making Words* lesson. It was just a short example of BR's ability.