Lesson Plan Number: 1
Lesson Title: Phonemic Awareness – Segmenting One-Syllable Words
Grade Level: Kindergarten

Content Standards:
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student is expected to:
(A) demonstrate phonological awareness by:
          (x) segmenting spoken one-syllable words into individual phonemes

ELPS:
(1) Cross-curricular second language acquisition/learning strategies. The student is expected to:
(B) monitor oral and written language production and employ self-corrective techniques or other resources

Learning Objectives:
At the end of this lesson, the students will be able to:
1. Segment spoken one-syllable words into individual phonemes. SWBAT1
2. Define: segmenting and phonemes. SWBAT2

Language Demands	Language Supports
Function Students will be able to segment spoken one-syllable words into individual phonemes.	I will model segmentation to students and give students many opportunities to practice this skill.
Vocabulary – segmenting, phonemes	I will define both terms. For the term "phonemes", I will use the analogy of a phone (to signify sound). I will model segmenting words into phonemes.

Focus/Attention-Getter:
Review - students will be given pictures of common objects with multisyllabic names (like the one below) and they will determine the syllables in each word.


Background Information/ Lesson Rationale:
I will say, "Today, we will continue being word detectives. You are learning how to be a sound detective. Your job is to investigate words. In order to be a sound detective, you have to listen really carefully to every sound in the word. This is called segmenting and in the past classes we have been segmenting words but this time, we will listen for the smallest sound that we can hear in each word. For example, the word "snowman" has how many syllables?"

"Today, we will look at the words more closely and look for the smallest unit of sound in each word. The reason for doing this is that this helps us when reading words. If you learn how to listen for each of the sounds in a word, you will get used to sounding out the letters of a word when you start reading."

Input/Presentation/ Modeling:
"Today, we will look at the words, "snow" and "man" separately. In each word, we will listen for the sounds that make up the word. These special sounds are called a special name – phoneme. Everybody say the word, "phoneme." The first part of the word sounds like "phone", which should remind you that we're looking for sounds in words. What we will do today is to listen for the phonemes that make up a word. This activity has a special name called, "segmenting." To segment is to cut something into smaller parts. I will show the anchor chart below to help students understand the two terms:
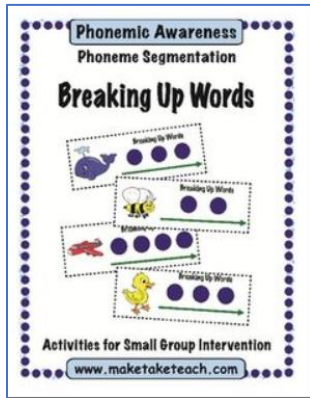
"So, let me show you what I mean by looking for the phonemes in words." I will show them a picture of a dog. Using Elkonin boxes, I will demonstrate how to identify the phonemes of the word, "dog." As I say each phoneme in the word, I will move a dot in an Elkonin box. I will do the same for the word, "cat."
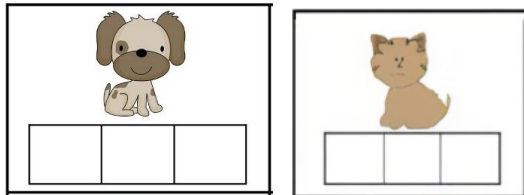
Guided Practice:
I will tell the students that it is their turn to be sound detectives. I will encourage them to listen extra carefully so that they can detect each little sound in a word. I will give them some Elkonin boxes and show them pictures (pig, bed, fish, etc.). In pairs, students will say the sounds that they hear as they say the word and move a dot into a box every time they hear a sound.

Independent Practice:
In small groups, I will provide a set of pictures or objects (that have one-syllable names) for each child. Examples are sock, man, bat, mop, fan, or dog. I will give each child a set of three cubes/blocks to represent each phoneme. Each child will choose an object or a picture. She/he will act as a sound detective by segmenting the phonemes in the word that names the object.

Modifications for Learners with Exceptionalities:
Students with IEPs/504 Plans
During instruction, check in from time to time with the student to make sure the student understands the lesson.

**Students with Specific Language Needs**
Use Spanish words, such as "uno" and "dos." Then, transition to simple English words.

Students with Other Learning Needs
For students with limited attention spans, use non-verbal techniques to get their attention.

Assessment:
Students will be given 5 pictures where they will use Elkonin boxes to make the sounds of the phonemes that make up each name of the picture. If the student is able to segment 4 out of 5 words, then it would demonstrate mastery of the lesson objectives.
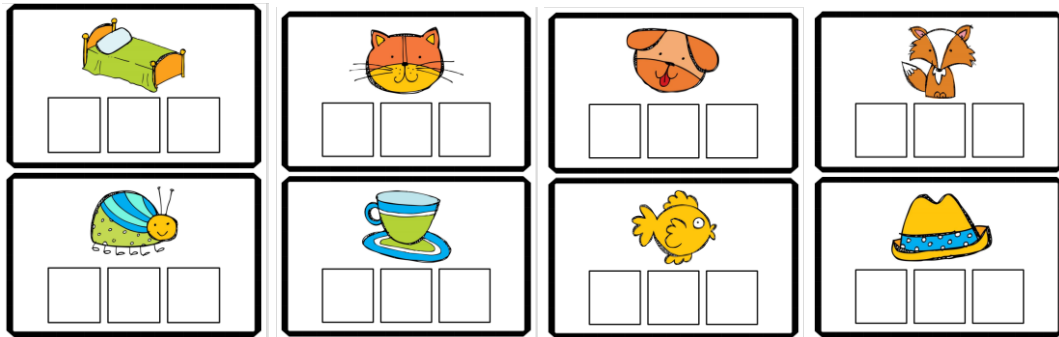
Closure:
I will show the anchor chart to the students and ask for volunteers to share what they learned today. I will guide them to include the terms "phonemes" and "segmenting" in their responses.