

Lesson Plan Number: 1

Lesson Title: Phonological Awareness- Alliteration and Phoneme Isolation- Initial Sound of 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 develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

(ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

Learning Objectives:

At the end of this lesson, the students will be able to:

1. Distinguish and isolate initial spoken sounds in alliteration words. SWBAT1
2. Define: alliteration and phoneme isolation. SWBAT2

ELPS:

(3) Cross-curricular second language acquisition/speaking. The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words.

Language Demands	Language Supports
Function Students will be able to distinguish and isolate initial spoken sounds in alliteration words.	I will introduce alliterations and phoneme sounds to students. Then, the students will have many opportunities to practice initial sounds.
Vocabulary- alliteration and phoneme isolation.	I will define both terms. Then, I will connect the definition with a concrete example. For example, Phoneme isolation of /s/: Mr. Silly Simon (realistic skeleton).

Focus/Attention-Getter:

This week we have been learning about our bodies.

To begin this lesson plan, I will bring in a realistic skeleton and introduce him as Mr. Silly Simon.

I will say, "Good morning, boys and girls. Today we have a very Special guest with us.

Everyone, Say hi to Mr. Silly Simon." I will give a few seconds for the students to look at the skeleton and say hi. Then, I will continue, "He is here today because he likes to Say Silly Sounds."

Background Information/ Lesson Rationale:

After I get the students' attention, I will project the following alliteration on the projector. "Silly Simon Smiles and Shakes the Students Shoulders and Skin." I will use the skeleton as a role play and read the alliteration with a male voice emphasizing the initial /S/ sound. I will say, "thank you, Mr. Silly Simon. Wow! boys and girls, what a funny **alliteration phrase. Alliteration means words that have the same sound.** Can anybody please tell me what Sound Mr. Silly Simon likes to make? Very good! Today we will focus on the **initial phoneme sound of /s/.**

Input/Presentation/ Modeling:

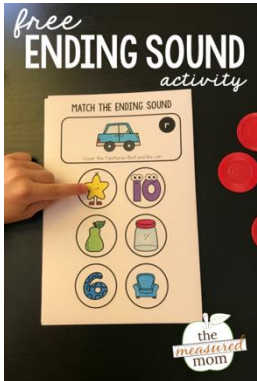
I will say, "Remember class, **phoneme means Sound.** Today **we are isolating the phoneme /s/ from the rest of the words.** Everyone say /s/. Very good. Now, we will look closely at the Silly Sounds Mr. Simon Said earlier. I will Say the word, and I would like everyone to repeat it after me. Silly, Simon, Smiles, Shakes, Students, Shoulders, Skin. Excellent job, everyone." I will encourage students to come to the front and hold the skeleton to pronounce the sounds in the alliteration.

Guided Practice:

I will use Mr. Silly Simon to point out some body parts that start with the sound of /s/. Some examples are the shoulder, skin bone, spine, skull, stomach, spinal cord, and sinuses. This will help the students practice the initial sound. At the same time, I will give the students cards with pictures of the different body parts mentioned. Then, Mr. Silly Simon will pick one image and sound out the word, emphasizing the sound /s/. We will do this as a group and then as small groups.

Independent Practice:

In the same small groups, students will be placed around the classroom in different corners. Each corner will have a template called "Match the Initial Sound." I will explain what they must do and model the first example. Students need to match the 3 pictures of objects that correspond with the initial sound. For instance, if the initial picture is a star, they have to sound out the word and find 3 pictures that start with /s/. Students will rotate every 5 minutes.



(For my lesson plan, it would say Initial Sound and will have pictures of things that start with the sound /s/. This picture was an inspiration for the activity).

Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans:

I will make sure to check for frustration level. Monitoring the student's frustration allows them to calm down and return to a zone of learning.

Students with Specific Language Needs:

Allow the student to demonstrate multiple checks for understanding and mentor the student. Have available translation of the objects used in the lesson in their native language.

Students with Other Learning Needs:

I will limit distractions and reduce congested workspaces. I will also have whole class visibility.

Assessment:

Students will be given 8 pictures with different objects. The students will be asked to sort in a row all the pictures with an initial sound of /s/. If they are able to sort 5 pictures in a row that have an initial phoneme sound of /s/, then it would demonstrate mastery of the lesson objectives.



Closure:

We will play the “I Spy” game as a closure activity. I will close the lesson by connecting the /s/ sound in I Spy. First, I will ask if the word Spy sounds similar to the one we learned today. Then, I will have students find objects around the classroom that start with the same sound, /s/.