

s says /s/ Teacher Notes

Lesson 1, Phase 1

Slide 1 Lesson Structure:

Explicit teaching of:

- new phonemic awareness skills (slides 2 and 3)
- the letter-sound correspondence s says /s/ (slides 4 to 12).

Takes approximately 15 minutes.

Lesson preparation:

- Read through these notes and determine what extra resources you may need for the lesson
- Print one copy of the student sheet for each student.

Slide 2: Phonemic Awareness: I do

Joining Blocks: Targeting Phoneme Blending (3 sounds)

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you are going to take three sounds and blend them together to make a word. Put out three joining bricks to represent the three sounds, spread the blocks out a short distance from each other.

Start with the word run.

Say:

- /r/, /u/, /n/ (as single sounds)
- rrrrunnnn (running the sounds together)
- run

Push the three bricks together as you do this to reinforce the sound blending.

Repeat with the following words:

- /f/, /oo/, /t/ (foot)
- /p/, /oo/, /sh/ (push)
- /ch/, /i/, /k/ (chick)

Now tell the students that you are going to blend the sounds using your inner voice.

Start with the word dog.

Say out loud: /d/, /o/, /g/ (as single sounds)

Pause to blend.

Say out loud: "I said the word "dog" in my head. I hope you said it too."

Repeat with the following words:

- /c/, /u/, /t/ (cut)
- /p/, /ar/, /k/ (park)
- /ch/, /i/, /p/ (chip)

If this is the first time your students have tried blending sounds to make words they may need further modelling. Repeat the activities above with further words with three sounds.

Slide 3: Phonemic Awareness: We do

For this oral phonemic awareness activity, remember to focus on sounds, not spelling.

Tell students that you need some help blending more words together.

Support students to repeat the single sounds, either out loud or in their heads. Ask them to run the sounds together and blend them to say the word, while pushing the blocks together. Help them with moving and joining the blocks if needed. If a student uses AAC or their speech is difficult/unclear, encourage them to use their inner voice.

First word: Say the three sounds /l/, /ā/, /k/ (lake)

Verbal students with clear speech would say:

- /l/, /a/, /k/ (as single sounds)
- llllaakkk (running the sounds together)
- lake

If you have a student using inner voice, say "I said the word lake in my head. I hope you said it too."

Repeat with the words /sh/, /ē/, /p/ (sheep) and /n/, /ī/, /t/ (night).

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Slide 5: S says /s/: I do

Note: The sound /s/ is unvoiced. The sound is made using breath only.

Say: Today we are learning the letter s. The sound that s makes is /s/.

Demonstrate tracing over the letter on a large screen, or writing it on a whiteboard. Begin at the green dot and end at the red dot, while saying the target sound: "s says /s/"

Slide 6: S says /s/: We do

Note: The sound /s/ is unvoiced. The sound is made using breath only.

Demonstrate tracing the letter and saying the target sound while students do the same in the air, on the carpet, on a mini-whiteboard, or finding it on a QWERTY keyboard or partner assisted scanning alphabet display. Remind the students that letter s says /s/ and that they can say the sound out loud or in their head.

If students are handwriting, check that they are using the correct entry and exit points and give feedback.

Slide 7: Beginning sound: I do

Demonstrate saying the word for each picture aloud and listening for or isolating the beginning sound to find which words begin with /s/: sock, sit, button.

Say "sock. ssssock. I can hear /s/ at the beginning. Yes - it begins with s."

Say "sit. ssssit. I can hear /s/ at the beginning. Yes - it begins with s."

Say "button. b-utton. I can't hear /s/ at the beginning. No - it doesn't begin with s."

Slide 8: Beginning sound: We do

Students say each word aloud or in their heads, with teacher support, and listen for or isolate the beginning sound to find which words begin with /s/: sun, clock, sandwich.

Teacher begins by naming all three pictures.

Teacher points to first picture.

Student says the first word out loud or in their head. Teacher asks: "Does it begin with /s/?"

If needed stretch out the initial sound to help students hear it.

Repeat for the other two words.

Slide 9: Beginning sound: We do

Use the instructions for Slide 8 to determine which words start with /s/. The words for this slide are cup, sauce, sew.

Slide 10: Beginning sound: We do

Use the instructions for Slide 8 to determine which words start with /s/. The words for this slide are seal, saw, cat.

Slide 11: Check for Understanding: You do

Students complete the 'check for understanding' by demonstrating the success criteria on the slide directly to you.

Ask the student to blend these sounds together, out loud or in their head.

They will:

- write the target letter using their writing tool
- say the target sound or identify the target sound from a choice of three
- choose which images on the slide begin with the target sound: mouse, seal, snake.

Slide 12: Student Sheet: You do

Student completes student sheet. If needed, this can become a "we do" task, and the lesson is repeated the following day.