

a says /a/ Teacher Notes

Lesson 2, Phase 1

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 6)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 7 and 8)
- the letter-sound correspondence a says /a/ (slides 9 to 17).

Takes approximately 20 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 Review: You 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 need their help to blend sounds to make words. .

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.

Use the joining bricks to illustrate the concept of blending sounds together into a word.

First word:

Say the three sounds.

- /m/, /o/, /th/ (moth)

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

Verbal students with clear speech would say:

- /m/, /o/, /th/
- mmmmmmothhhhhh
- moth

If the student uses AAC or their speech is difficult/unclear encourage them to use their inner voice. If you have students using inner voice, say "I said the word moth in my head. I hope you said it too."

Repeat with the following words:

- /s/, /ā/, /l/ (sail)
- /r/, /ā/, /k/ (rake)
- /f/, /i/, /n/ (fin)

If students have trouble blending the sounds to say the word, model the process then support student to try again with further words with three sounds.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (sandwich, soap, monkey, pear, hat, sun). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /s/. The first word is sandwich. Does it start with /s/? (Students answer with yes and no.)

Repeat with the words: soap, monkey, pear, hat and sun.

Provide feedback as needed. If any students have difficulty identifying the correct word, model isolating the initial sound of that word. Then ask students to try again.

Slide 4: S says /s/ Review: You do

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

Point to the letter s. As you point to the first letter ask the students "does this letter say /k/?"

Students respond with yes or no.

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Slide 4: S says /s/ Review: You do: continued

Point to the second letter s. As you point to it ask the students "does this letter say /s/?"

Students respond with yes or no.

Point to the third letter s. As you point to it ask the students "does this letter say /s/?"

Students respond with yes or no.

Repeated this process once or twice according to student need. Provide feedback as needed. If any student chooses the wrong sound, provide further practice, reminding them that letter s says /s/.

Slide 5: Writing Letter S review: You do

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

Say the review sound /s/ while students write the corresponding letter using their writing tool.

Repeat this process once or twice according to student need. Provide feedback as needed. If any student is unable to write the corresponding letter correctly, provide corrective feedback and modelling. Then ask students to try again.

Slide 6: End of Review

The following slides are the explicit teaching part of the lesson where students are taught new skills and knowledge.

You might like to give the students a short break before starting the explicit teaching section.

Slide 7: Phonemic Awareness: I do

Counters: 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 put out a counter for each sound in a word then blend the sounds together to say the word.

Start with the word run.

Say:

- /g/, /u/, /m/ (as single sounds). Put out a counter, spread apart, for each time you say a sound.
- gummm (elongate the sounds as you say the word, and move the counters closer together)
- gum (finish as you say the word at normal speed, putting all three counters close together in a straight line).

Remind students that you can say the word out loud or in your head as they blend the sounds.

Repeat with the following words:

- /r/, /ō/, /d/ (road)
- /p/, /i/, /g/ (pig)
- /b/, /a/, /t/ (bat)

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

Start with the word bug.

Say out loud: /b/, /u/, /g/ (as single sounds)

Pause to blend.

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

Repeat with the following words:

- •/d/, /u/, /ck/ (duck)
- •/l/, /i/, /k/ (like)
- •/s/, /ea/, /t/ (seat)

Provide further modelling as needed, according to student needs.

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Slide 8: Phonemic Awareness: We do

Counters: Targeting Phoneme Blending (3 sounds)

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

Provide each student with a small whiteboard and three counters. Have your own set of counters to do the process as well.

For each word, support students to:

- put out a counter for each sound
- move the counters closer as they run the sounds together
- line the counters up close together to say the word

Use the following sounds:

- /k/, /a/, /v/ (cave)
- /th/, /i/, /n/ (thin)
- /f/, /i/, /g/ (fig)

Remind students that they can say the sounds out loud or in your head.

Check that students can blend the sounds and provide corrective feedback and further examples as needed.

Slide 9: Learning Intention

Set learning intention and success criteria.

The letter-sound correspondence introduced in this lesson is a making the /a/ sound.

Slide 10: a says /a/: I do

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

Demonstrate tracing over the letter on a large screen, beginning at the green dot and ending at the red dot, while saying the target sound: a says /a/.

Slide 11: a says /a/: We do

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 a says /a/ 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 12: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /s/: ant, anchor, star.

Say "ant, aaaant. I can hear /a/ at the beginning. Yes - it begins with /a/"

Say "anchor, aaanchor. I can hear /a/ at the beginning. Yes - it begins with /a/"

Say "star, ssstar. I can't hear /a/ at the beginning. No - it doesn't begin with /a/"

Slide 13: 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 /a/: apple, strawberry, axe.

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 /a/?"

Repeat for the other two words.

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Slide 14: 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 /a/: add, astronaut, sad.

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 /a/?"

Repeat for the other two words.

Slide 15: 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 /a/: sink, ant, adult.

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 /a/?"

Repeat for the other two words.

Slide 16: Check for understanding

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

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 17: 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.