

t says /t/ Teacher Notes

Lesson 3, 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 t says /t/ (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

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 and get an additional set for yourself.

Give students the sounds for the word peep: /p/, /ē/, /p/.

Ask them to put out a counter for each sound, spaced out evenly over the whiteboard.

Now ask them to push the counters together to blend the word, getting them to say the word "peep" out loud or in their heads.

Repeat with the following words:

/r/, /a/, /g/ (rag)

/f/, /i/, /l/ (fill)

/h/, /o/, /p/ (hop)

Provide feedback as needed. 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 (axe, star, doll, horse, ant, scissors). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /a/: axe, star or doll.

Which one starts with /a/? (Point to the pictures one at a time and students answer with yes and no.)

Move onto the second row of pictures and say to the students.

Listen for the word that starts with /a/: horse, ant or scissors.

Which one starts with /a/? (Point to the pictures one at a time and students answer with yes and no.)

Repeat the activity with both rows of pictures, but this time ask the students "which one starts with /s/?"

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/ and a says /a/ 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 /m/?"

Students respond with yes or no.

Point to the second letter and ask the students "does this letter say /a/?"

Students respond with yes or no.

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Slide 4: S says /s/ and a says /a/ Review: You do: Continued

Point to the third letter and ask the students "does this letter say /a/?"

Students respond with yes or no.

Repeat this process with the second line, giving one wrong sound and two correct sounds.

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 Letters S and A review: You do

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

Say the review sounds in random order while students write the corresponding letters using their writing tool (keyboard, pencil, etc).

Include the following sounds: /s/, /a/

Students show you the letters they have generated after each sound.

Repeat this process once or twice according to student need. Provide feedback as needed. If any student are unable to write the corresponding letter or write the letter incorrectly, 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

Blend and Point: Targeting Phoneme Blending (3 sounds)

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

The pictures on the slide represent the words: rod, coat, lick.

Provide yourself with three joining blocks, space apart.

Explain to students that you will move the three blocks together while saying the three sounds. That you will say them closer together and blend them to say the word.

Explain that you will then point to the picture that matches the word.

Use the following sounds:

- /r/, /o/, /d/ (rod)
- /c/, /ō/, /t/ (coat)

For the word lick, say the sounds in your head using your inner voice

- /l/, /i/, /k/ (lick)

Provide further modelling as needed according to student needs.

Slide 8: Phonemic Awareness: We do

Blend and Point: Targeting Phoneme Blending (3 sounds)

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

The pictures on the slide represent the words: rush, doll, ten.

Hand each student some joining blocks. Say out loud to students the single sounds from the list below, then support them to move the three blocks together while saying the three sounds, out loud or in their heads. Encourage them move the blocks closer together, while also saying the sounds closer together. They should finish by blending the sounds to say the word.

When they are finished, point to the first picture on the slide and say "is this the word - rush".

Students respond yes or no. Repeat with pictures 2 and 3 as needed.

Use the following sounds:

- /r/, /u/, /sh/ (rush)
- /d/, /o/, /l/ (doll)
- /t/, /e/, /n/ (ten)

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Slide 8: Phonemic Awareness: We do: Continued

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.

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

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

Slide 10: t says /t/: I do

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

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: t says /t/.

Slide 11: t says /t/: 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 t says /t/ 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 /t/: teapot, apple, tree.

Say "teapot. tteapot. I can hear /t/ at the beginning. Yes - it begins with /t/."

Say "apple. aaapple. I can't hear /t/ at the beginning. No - it doesn't begin with t"

Say "tree. tttree. I can hear /t/ at the beginning. Yes - it begins with /t/."

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 /t/: tiger, clock, toothbrush.

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 /t/?"

Repeat for the other two words.

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 /t/: mouse, tire, table.

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 /t/?"

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 /t/: tape, timer, bat.

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 /t/?"

Repeat for the other two words.

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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 cap, tree, tent.

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.