

p says /p/ Teacher Notes

Lesson 4, 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 p says /p/ (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 Bricks: Targeting Phoneme Blending (3 sounds)

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

Provide each student with a three joining bricks and get an additional set for yourself.

The pictures on the slide represent the words: whale, sack, bug

Say out loud to the students the single sounds from the words listed

Now ask them to push the bricks together to blend the word, getting them to say the first word out loud or in their heads.

When they are finished point to the first picture on the slide and say "is this the word" - students respond yes or no. Repeat with pictures 2 and 3.

Use the following sounds:

/w/, /ā/, /l/ (whale)

/s/, /a/, /k/ (sack)

/b/, /u/, /g/ (bug)

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 (apple, taco, snake, tin, snail, anchor). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /a/: apple, taco or snake..

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/: tin, snail or anchor.

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/?". Then repeated again, asking "which one starts with /t/?"

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/, a says /a/ and t says /t/ Review: You do

Point to the letters in random order. As you point ask students to say the sound the letter makes, out loud or in their heads.

Now, review the sounds more explicitly.

Give each student access to all three letters. Now make the sound /s/ and ask the students to show you which letter makes that sound.

Repeat this process with the sounds /t/ and /a/.

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

Repeat this process once or twice according to student need. Provide feedback as needed. If any student does not know a sound or says the wrong sound, provide corrective feedback and modelling.

Slide 5: Writing Letters s, a and t review: You do

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/, /t/

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

Break it Up: Targeting Phoneme Segmenting (3 sounds)

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

The pictures on the slide represent the words to be segmented: rug, farm, card.

Demonstrate to students stretching and segmenting the sounds in the words represented by the pictures.

For example, for the first picture, say:

rug

rrrrug

/r/, /u/, /g/.

Using a stretching action and counting the final sounds on your fingers can reinforce the process for students.

Repeat with the other words.

If this is the first time your students have tried segmenting words into sounds, they may need further modelling.

Slide 8: Phonemic Awareness: We do

Break it Up: Targeting Phoneme Segmenting (3 sounds)

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

The pictures on the slide represent the words: coin, wheat, roof.

For each word, support students to:

- say the word, out loud or in their head
- stretch the sounds
- say the single sounds, out loud or in their head

Using a stretching action and counting the final sounds can reinforce the process for some students, but may overwhelm others. Use your judgement about implementing this.

Start with the first word, saying "coin". Ask students to say it as well, out loud or in their heads

Now stretch out the sounds, making a stretching action with your arms "c-oi-n". Again, ask students to say it as well, out loud or in their heads

Finally say the three sounds separately - once again asking students to join in either out loud or in their heads.

Repeat with wheat and roof. Model doing some parts using your inner voice as well.

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

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Slide 9: Learning Intention

Set learning intention and success criteria.

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

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

Slide 10: p says /p/: I do

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

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

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: p says /p/.

Slide 11: p says /p/: 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 p says /p/ 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 /p/: penguin, snake, prawn.

Say "penguin. I can hear /p/ at the beginning. Yes - it begins with /p/."

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

Say "prawn. I can hear /p/ at the beginning. Yes - it begins with /p/."

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 /p/: pan, present, butterfly.

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 /p/?"

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 /p/: apple, pig, pineapple.

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 /p/?"

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 /p/: pirate, taco, pie.

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 /p/?"

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 letters.
- choose which images start with the target sound: pear, sun, pan

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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.