

i says /i/ Teacher Notes

Lesson 5, 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 i says /i/ (slides 9 to 15).
- reading decodable words (slides 16 to 21)
- writing decodable words (slides 22 to 27)
- Review (slides 28 & 29)

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: Beginning Sound Review: 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 to be segmented: rope, fork, chin.

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.

Start with the first word, saying "rope". 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 "r-o-p". 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 fork and chin. 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, re-modelling the process as needed.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (teeth, sit, pizza, ambulance, tomato, puppy). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /p/: teeth, sit or pizza.

Which one starts with /p/? (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 again for the word that starts with /p/: ambulance, tomato or puppy.

Which one starts with /p/? (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 repeat again, asking "which one starts with /a/? Then once more, 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.

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Slide 4: S says /s/, a says /a/, t says /t/ and p says /p/ 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 four letters – s, a, t and p. Now make the sound /p/ and ask the students to show you which letter makes that sound.

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

Repeat the process once or twice more according to student need.

Provide feedback as needed: If any students do not know a sound or say the wrong sound, provide corrective feedback and modelling.

Slide 5: Writing Letters s, a, t and p 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/, /p/

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

Repeat this process once or twice according to student need.

Provide corrective feedback as needed: If any students 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

Count the Sounds: Targeting Phoneme Segmenting (3 sounds)

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

Tell students that you have a list of words. You think each word has three sounds and you need to check that that is correct.

Start with the word hoop. Say:

- hoop
- hhhhhooooooooop (stretching the sounds)
- /h/, /oo/, /p/ (put out a counter as you say each separate sound).

Then show the students the three counters to show that the word has three sounds.

Using a stretching action can help reinforce the process for students.

Repeat with the following words:

- horn (/h/, /or/, /n/)
- loud (/l/, /ou?, /d/)
- teach (/t/, /e/, /ch/)

Provide further examples according to student need.

Slide 8: Phonemic Awareness: We do

Count the Sounds: Targeting Phoneme Segmenting (3 sounds)

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

Tell students that you would like their help to check that the rest of the words on your list all have three sounds.

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Slide 8: Phonemic Awareness: We do: Continued

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
- display three counters to show that the word has three sounds

Using a stretching action can help reinforce the process for some students

Start with the first word, saying "shout". 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 "sh-ou-t". Again, ask students to say it as well, out loud or in their heads.

Finally say the three sounds separately - asking students to join in either out loud or in their heads and put out a counter for each sound.

Repeat with lawn and moon. Model doing some parts in using your inner voice as well.

Check that students can segment the sounds and provide 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 i making the /i/ sound.

Word reading and writing is introduced in this lesson. This is not included in the success criteria because the focus is to introduce students to the concept. Word reading and writing is included in the success criteria from lesson 1.6.

Slide 10: i says /i/: I do

Say:

- today we are learning the letter i
- the sound that i makes is /i/.

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: i says /i/

Slide 11: i says /i/: 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 i says /i/ 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 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 /i/: igloo, in, book.

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 /i/?"

Students answer with yes or no.

Repeated 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 /i/: insect, axe, injury.

Teacher begins by naming all three pictures.

Teacher points to first picture.

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Slide 14: Beginning Sound: We do: Continued

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

Students answer with yes or no.

Repeated 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 /i/: iguana, india, sit.

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 /i/?"

Students answer with yes or no.

Repeated for the other two words.

Slide 16: Reading Words: I do

This is the first time that reading at the word level is introduced, so students will need a high level of teacher support.

Demonstrate saying each letter-sound correspondence then blending these sounds to read the word.

Say "p-i-t. Pit"

Let students know that you can read this word out loud or in your head.

Slide 17: Reading Words: I do

Re-read the first word.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "t-i-p. Tip"

Let students know that you can read this word out loud or in your head.

Slide 18: Reading Words: I do

Re-read the first and second words.

To read the new word, say each letter-sound correspondence then blend these sounds to read the word.

Say "s-i-p. Sip"

Let students know that you can read this word out loud or in your head.

Slide 19: Reading Words: We do

This is the first time that reading at the word level is introduced, so students will need a high level of teacher support. Provide as much as is needed.

Encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "i-t. It". Say "I hope you said the word it, out loud or heard it in your head".

Slide 20: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first word, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "s-i-t. Sit". Say "I hope you said the word sit, out loud or heard it in your head".

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Slide 21: Reading Words: We do

Again, provide as much support as students need.

Ask students to re-read the first words, out loud or in their head.

For the new word encourage the students to say each letter-sound correspondence (the sound the letter makes) out loud or in their heads. Then encourage them to blend the sounds to read the word.

Give them time to do this, then say "p-i-p. Pip". Say "I hope you said the word pip, out loud or heard it in your head".

Slide 22: Writing Words: I do

This is the first time students are making words at the word level, so they will need a high level of teacher support.

The image represents the word to be made: pit.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud
- segmenting individual sounds, putting the relevant letters together as you do so (p-i-t)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 23: Writing Words: I do

The images represent the words to be made: pit and sip.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud
- segmenting individual sounds, putting the relevant letters together as you do so (s-i-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 24: Writing Words: I do

The images represent the words to be made: pit, sip and pip.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud
- segmenting individual sounds, putting the relevant letters together as you do so (p-i-p)
- re-reading the word to make sure it is correct by saying the individual sounds, blending them together, then saying the complete word.

Slide 25: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: sip.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

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Slide 26: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: sip, sit.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the second word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: sip, sit, pit.

Have the 5 letters we have introduced so far ready to be used: s a t p i. (It might be easiest to have these as magnetic letters and use a whiteboard)

Support and scaffold students to:

- say the third word out loud or in their heads and segment the individual sounds
- put together the letters that represent each sound on their whiteboards
- ask students to make sure it is correct by saying the individual sounds, out loud or in their heads, blending them together, then saying the complete word out loud or in their heads.

Check each student's whiteboard and provide feedback as needed

Slide 28: Check for understanding: You do

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 letter which makes a target sound from a choice of three
- choose which images on the slide begin with the target sound: igloo, ill, flower

Slide 29: 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.