

n says /n/ Teacher Notes

Lesson 6, Phase 1

Slide 1 Lesson Structure:

Review of:

- previously covered content (slides 2 to 7)

Takes approximately 10 minutes.

Explicit teaching of:

- new phonemic awareness skills (slides 9 and 10)
- the letter-sound correspondence n says /n/ (slides 12 to 17).
- reading decodable words (slides 18 to 23)
- writing decodable words (slides 24 to 29)
- Reading sentences (slides 30 & 31)
- Writing sentences (slide 32 & 23)
- Review (slides 33 & 34)

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: You 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. Each word has three sounds and you need to check that that is correct.

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 counter for each sound
- display three counters to show that the word has three sounds

Adding a stretching action can help reinforce the process.

Provide students with the following words:

- mice (/m/, /ī/, /s/)
- fetch (/f/, /e/, /ch/)
- road (/r/, /ō/, /d/)

Provide feedback as needed. If any students have difficulty segmenting the sounds, remodel the process. For example, sheep, shhhheeeep, /sh/, /ē/, /p/. Then ask students to try again.

Slide 3: Beginning Sound Review: You do

Tell the students what the pictures represent (sun, in, pizza, axe, teddy, pot). Have them repeat the words after you, out loud or in their heads.

Say to students:

Listen for the word that starts with /s/: sun, in or pizza.

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

Repeat the activity with both rows of pictures, but pick a different sound each time. Use one of /a/, /t/, /p/ and /i/.

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/, t says /t/, p says /p/ and i says /i/ 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 five letters – s, a, t, p and i. Now make the sound /s/ and ask the students to show you which letter makes that sound.

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

Repeat this process with the sounds /t/, /p/, /i/ 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, p and i 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/, /i/

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 students are unable to write the corresponding letter or write the letter incorrectly, provide feedback and modelling. Then ask students to try again.

Slide 6: Reading decodable words review: You do

Ask students to read the words by saying each letter-sound correspondence, out loud or in their heads, then reading the word fluently while you point to it. For example, /s/, /a/, /t/, sat.

If you have students who cannot read the word out loud, point to the first word and say "is this sip?". Students indicate yes or no.

Point to the second word and say "is this pit?". Students indicate yes or no.

Point to the third word and say "is this tap?". Students indicate yes or no.

Provide feedback as needed: If any students have difficulty with a letter-sound correspondence or with blending, model this process to them. Then ask students to try again.

Slide 7: Making decodable words: I do

The images represents the words to be made: sip, sit, pat.

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 each 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 8: 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 9: Phonemic Awareness

Clap the Sounds: Targeting Phoneme Segmenting (3 sounds)

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

Tell students that will use your hands to clap the sounds in a word.

Start with the word good. Say:

- good
- goooooood (stretching the sounds)

Then, clap your hands as you say the single sounds /g/, /oo/, /d/.

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Slide 9: Phonemic Awareness: I do: Continued

Repeat with the following words:

- gem (/j/, /e/, /m/)
- this (/th/, /i/, /s/)
- verb (/v/, /er/, /b/)

Remind students that you can do this out loud or with your inner voice.

Model doing it with your inner voice with the words:

- bin (/b/, /i/, /n/)
- turn (/t/, /ur/, /n/)

Provide feedback as needed: If any students have difficulty segmenting the sounds, model the process then support students to try again.

Slide 10: Phonemic Awareness: We do

Clap the Sounds: Targeting Phoneme Segmenting (3 sounds)

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

Give students a word from the list below.

For each word, support students to:

- say the word, out loud or in their head
- stretch the sounds
- clap the single sounds, out loud or in their head, from left to right

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.

Use the following words:

- latch (/l/, /a/, /ch/)
- leap (/l/, /ē/, /p/)
- room (/r/, /oo/, /m/)

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.

Slide 11: Learning Intention

Set learning intention and success criteria.

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

Slide 12: n says /n/: I do

Say:

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

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 n says /n/.

Slide 13: n says /n/: 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 n says /n/ 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 14: Beginning Sound: I do

Demonstrate saying each word aloud and listening for or isolating the beginning sound to find which words begin with /n/: net, bell, nest.

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Slide 14: Beginning Sound: I do: Continued

Say "net. I can hear /n/ at the beginning. Yes - it begins with /n/"

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

Say "nest. I can hear /n/ at the beginning. Yes - it begins with /n/"

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 /n/: dog, nail, notes.

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 /n/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 16: 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 /n/: not, night, fig.

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 /n/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 17: 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 /n/: nice, dot, nose.

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 /n/?"

Students answer with yes or no.

Repeat for the other two words.

Slide 18: Reading Words: I do

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

Say "n-i-t. Nit"

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

Slide 19: 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 "i-n. In"

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

Slide 20: Reading Words: I do

Re-read the first two words.

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

Say "n-a-n. Nan"

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

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Slide 21: Reading Words: We do

Provide as much support as students need.

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 "n-i-p. Nip". Say "I hope you said the word it, out loud or heard it in your head".

Slide 22: 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 "n-a-p. Nap". Say "I hope you said the word nap, out loud or heard it in your head".

Slide 23: 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 "t-i-n. Tin". Say "I hope you said the word tin, out loud or heard it in your head".

Slide 24: Writing Words: I do

The image represents the word to be made: nan.

Have the 6 letters we have introduced so far ready to be used: s a t p i n .(It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud (nan)
- segmenting individual sounds, putting the relevant letters together as you do so (n-a-n)
- 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: I do

The images represent the words to be made: nan and nap.

Have the 6 letters we have introduced so far ready to be used: s a t p i n .(It might be easiest to have these as magnetic letters and use a whiteboard)

Demonstrate:

- saying the word aloud (nap)
- segmenting individual sounds, putting the relevant letters together as you do so (n-a-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 26: Writing Words: I do

The images represent the words to be made: nan, nap and tin.

Have the 6 letters we have introduced so far ready to be used: s a t p i n .(It might be easiest to have these as magnetic letters and use a whiteboard)

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Slide 26: Writing Words: I do continued

Demonstrate:

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

Slide 27: Writing Words: We do

Provide as much support for individual students as needed.

The image represents the word to be written: pan

Have the 6 letters we have introduced so far ready to be used: s a t p i n. (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

Slide 28: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: pan, nip

Have the 6 letters we have introduced so far ready to be used: s a t p i n. (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 29: Writing Words: We do

Provide as much support for individual students as needed.

The images represent the words to be written: pan, nip, ant

Have the 6 letters we have introduced so far ready to be used: s a t p i n. (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

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Slide 30: 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
- choose the letter which makes a target sound from a choice of three using the instructions on the slide
- read a word from the list on the slide. Ask them to read one of the words out loud or using their inner voice from the list. For students using their inner voice ask them, did you read "nit", did you read "in" or did you read "tin", pointing to each word, one at a time. They should respond with yes or no. Then check "is this the word you read" and point to the one they said yes to.
- spell a word on a keyboard, picking one of the icons on the slide: nip, pan, nan

Slide 31: 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.