

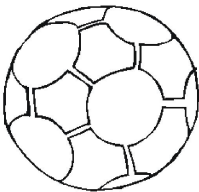
*The following lesson plan is part of a credit-bearing Fall curriculum that NYPL created to train teenagers to be literacy coaches to first and second graders. In the Spring and Summer, teens who pass this course are offered a paid internship during which they mentor elementary students at a neighborhood branch.*

<b>Lesson Plan</b>		
<b>Week Of:</b>	<b>Unit: 5</b>	<b>Lesson #: 1</b>
<b>Overview:</b>		
<p>Today students will explore the connection between written letters and the correlating sound they represent. Students will be introduced to the phonics instructional method and create sound cards for consonant sounds, short vowel sounds and long vowel sounds. Students will read an article on the value of phonics in relation to early reading acquisition.</p>		
<b>Standards:</b>		
<p><a href="#">CCSS.ELA-LITERACY.CCRA.L.4</a>            Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><a href="#">CCSS.ELA-LITERACY.RI.11-12.2</a>            Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>		
<b>Reference/ Resources:</b>		<b>Products/Assessments:</b>
<ul style="list-style-type: none"> <li>● <a href="#">Article on alphabetic Principle</a></li> <li>● <a href="#">PBS Phonics article</a></li> </ul>		<ul style="list-style-type: none"> <li>● 26 letter sound cards ( a, e, i, o, u with both short and long vowel sound depictions)</li> <li>● 2 annotated articles ( Alphabetic Principle, and PBS phonics article)</li> </ul>
<b>Materials:</b>		<b>Objective</b>
<ul style="list-style-type: none"> <li>● Print outs of different countries alphabets <a href="#">Canadian Aboriginal</a> , <a href="#">Sri Lanka</a></li> </ul>		<ul style="list-style-type: none"> <li>● SWBAT understand that phonics is an instructional technique that is used to</li> </ul>

[\(Sinhala\)](#) , [Inuktitut](#), [Baybayin \(Ancient Philippines\)](#)

- Index cards
- Markers
- Crayons
- Zip Lock Bags (to put cards in)
- chart paper
- One Whiteboard and marker
- Prize for phonics game
- PBS article (one per student)
- Print out this image as an example:

**Bb**



**Ball**

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teach children how to read by emphasizing the sounds of letters and teaching the rules of the english language.

- SWBAT explore the connection between the written symbols of letters and their correlating sound by reading and annotating an article on the alphabetic principle.
- SWBAT identify the different sounds that the letters of the alphabet make and use that understanding to practice decoding words by sound versus a letter's "name."
- SWBAT discover that not all words can be decoded sound by sound, and will list multisyllable words they can not decode sound by sound.
- SWBAT distinguish words in the English language (linguistic studies) you cannot sound out letter by letter

## PROCEDURE

### 1. Introduction- Exploring Symbols

- **Introduce Alphabet Activity**
  - Pass out letters from the different alphabets (*Suggestion, cut them up and mix them up so it is harder for the students to identify where they are from*)
    - Ask students what they think these are?
    - Explain this is actually a letters from a different alphabets, and those letters make sounds
    - Explain when you were young, you had a similar A-HA moment when you realize that the symbols you were taught in the alphabet had correlating sounds. The sounds you learned were different from the name of the letter.
    - Project full alphabet on the board ( option to allow students to figure out what letter they have and from what alphabets)
    - Then ask students if they can guess what sound letter they have makes

- make connection to when we first saw alphabet letters we didn't know that they connected to a sound, that was something that was taught to us

## 2. The Alphabetic Principle - 10 minutes

Tell students that the Alphabets we just explored looked unfamiliar to us. What we saw initially were just symbols. We then learned that each symbol actually represented a sound, and when you connect those sounds they created words.

We are going to explore this concept, it is called the Alphabetic Principle. ***Pass out article to students. Let them know their annotations and the answers to the following questions are a part of their portfolio.***

As you are reading you are going answer the following questions:

- What is the alphabetic Principle?
- How is the alphabetic principle connected to learning to read?
- What is the goal of phonics instruction?

Once students have read the article, have each group share out their answers.

## 3. Introduction to Phonics - 40 minutes

What is Phonics? (5 minutes) Teacher should give the overview written below:

- phonics is an instructional approach to teaching children how to read
- it is explicitly teaching students the sounds letters make and the rules that govern how these letters and sounds work together
- Today we will explore the foundation of phonics so that throughout the week we can build on our understanding.

Tell students, we have a three part activity. We know that there are consonants and vowels in the alphabet. The first step of understanding phonics is understanding that letters make sounds. To learn this we will create sound cards for the letters of the alphabet.

Consonants make one sound, and vowels make two. To begin to understand this we are going to make sound cards for consonants to demonstrate our understanding. A sound card looks like this (show B letter card as a model).

- Your cards will have the upper case letter, the lowercase letter, a picture that starts with that sound and the word written below the picture.
- You will create alphabet flash cards (each students will need their own set of 26 and a plastic bag to keep them in

Now that your consonants are done, we are going to talk about vowels. Vowels make two sounds, a long sound and a short sound. We are going to start by making vowel cards for the short sound. These are the short sounds”

Model what the short vowel sounds are using the chart below:

<b>Short-Vowel Sounds</b>
<b>short /ă/ in apple</b>
<b>short /ĕ/ in elephant</b>
<b>short /ĭ/ in igloo</b>
<b>short /ŏ/ in octopus</b>
<b>short /ŭ/ in umbrella</b>

Just like before you are going to make a card and write the capital, and lowercase of the vowel, choose a word that starts with the short sound, draw a picture of the word, and write the word below.

Now that we have done that we are going to explore the idea of the long vowel sound. Vowels are tricky, and can change their sounds depending on how they are placed in a word. It is more common to find a long vowel sound in the middle of a word, so for long vowel sounds only you may choose a word that does not start with that vowel. For example make the A in make could be on your card, because it is the long vowel sound.

You will still write the vowel in its capital and lower case form, but then you need to think, what is a word with a long vowel sound. A good rule of thumb to recognize a long vowel sound is to ask “is the vowel saying its name?”

Model what the short vowel sounds are using the chart below:

Long-Vowel Sounds
long /ā/ in <b>cake</b>
long /ē/ in <b>Pete, me</b>
long /ī/ in <b>bike, hi</b>
long /ō/ in <b>hope, go, boat</b>
long /ū/ & /ōō/ in <b>mule, blue, boot</b>

Once Cards are completed have students put them in their ziplock bag and the 5th tab of their binder.

#### 4. Framing- Why is this important - 15 minutes

Let students know we are going to get a little bit of context for why we are taking the time to learn this skill set. They are going to read an article, that is directed at parents, but clearly outlines what phonics is, and how it applies to our kids being in 1st- 2nd grade. While students are reading they should annotate the article and answer the questions outlined below. Pass out article to students and have them answer the questions below on the back of the article.

- What is phonics?
- When (what grade) does phonics instruction occur?
- How do you think this instructional method will apply to you as a tutor?
- Can you make a connection between phonics instruction and comprehension?

Once students have read the article, have each group share out their answers, EC can capture them on a piece of chart paper.

#### 5. Sounding out words game- 15 minutes

Tell students you are going to give them an opportunity to demonstrate their understanding of letter sounds by playing a game. Get out your marker and white board.

- Write the word on the D-O-G the whiteboard and ask students how a young reader might solve that word
  - have leader solve
  - if leader does not use letter sounds but rather letter names as students why that is not correct, if leader correctly sounds out words, EC should model incorrectly and ask why that is wrong.
- Build upon that to explain that in addition to using letter sounds individually readers need to be able to transfer their knowledge of letter sounds to words by stringing sounds together or “singing” the sound
- Display a visual with steps of this process:
  1. Say each sound slowly (while tapping our touching each *letter*)
  2. Say them fast (*with a quick scooping finger*)
  3. Repeat the word,
  4. Think out loud does that make sense? If so move on, if not try again
- Post the following list of words, and let leaders volunteer for a prize to model sounding them out in accordance to the steps. If a leader makes a mistake let their peers help solve it and use it as a teachable moment.
  - CAT
  - SUN
  - TIP
  - SOB
  - RED

## 6. Closing Activity - Round Robin Sound Game

Have each leader get out their deck of letter cards. One leader will start with the letter A. It should sound like this, **A, apple, the letters sound**, The next student should follow with the letter B, it should sound like this **B, Ball, the letter sound**. The next person takes the next sound, and so on until they have completed the entire alphabet. **For vowel sounds, only say short vowel sound**. If someone makes a mistake or loses their place the game starts again from the beginning.

### Key Words:

**Phonics**- a method of teaching people to read and pronounce words by learning the sounds of letters, letter groups, and syllables

**Phoneme-** is the smallest unit of sound in a language that holds meaning. Almost all words are made up of a number of phonemes blended together

**Grapheme-**A grapheme is a written representation of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.



NYPL Literacy Leaders Fall Curriculum: Phonics Lesson, 2016

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