



Introduction

This lesson plan is designed to support English Language Learners (ELL) in developing their phonemic awareness and phonics skills, enabling them to decode unfamiliar words with confidence. The topic is crucial for 6-year-old ELL students as it lays the foundation for reading and comprehension skills. By focusing on phonemic awareness and phonics, students will be able to recognize and manipulate sounds in words, leading to improved reading fluency and accuracy.

Lesson Objectives

- To develop phonemic awareness skills in 6-year-old ELL students, enabling them to identify and manipulate individual sounds in words.
- To introduce phonics skills, focusing on the relationship between sounds and letters, and apply these skills to decode unfamiliar words.
- To provide ELL/ESL support strategies to ensure that all students can participate and learn effectively.



Lesson Plan

Section 1: Introduction (5 minutes)

- Introduce the topic of phonemic awareness and phonics, explaining their importance in reading and comprehension.
- Use a hook to grab the students' attention, such as a fun video or a game that introduces the concept of phonemic awareness and phonics.
- Provide a brief overview of the lesson, explaining the objectives and outcomes.
- Use ELL/ESL support strategies, such as providing bilingual resources and using visual aids, to support students who may struggle with English.

Section 2: Phonemic Awareness (10 minutes)

- Define phonemic awareness and its importance in reading, using examples and visual aids to support understanding.
- Use activities, such as word families and phoneme segmentation, to develop phonemic awareness skills.
- Provide opportunities for students to practice phonemic awareness skills, using games and activities that promote engagement and participation.
- Use ELL/ESL support strategies, such as providing visual aids and using gestures, to support students who may struggle with English.



Phonics and Practice

Section 3: Phonics (10 minutes)

- Define phonics and its importance in reading, using examples and visual aids to support understanding.
- Use activities, such as word building and decoding, to develop phonics skills.
- Provide opportunities for students to practice phonics skills, using games and activities that promote engagement and participation.
- Use ELL/ESL support strategies, such as providing bilingual resources and using visual aids, to support students who may struggle with English.

Section 4: Practice (5 minutes)

- Provide opportunities for students to practice phonemic awareness and phonics skills, using games and activities that promote engagement and participation.
- Use ELL/ESL support strategies, such as providing visual aids and using gestures, to support students who may struggle with English.



Conclusion and Assessment

Review the key concepts of the lesson, using visual aids and examples to support understanding.

Provide opportunities for students to reflect on their learning, using self-assessment and peer feedback to promote engagement and participation.

Use ELL/ESL support strategies, such as providing bilingual resources and using visual aids, to support students who may struggle with English.

Assessment

Use formative and summative assessments to monitor student progress and understanding, providing feedback and guidance to support student learning.

Use ELL/ESL support strategies, such as providing visual aids and using gestures, to support students who may struggle with English.



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Building Phonemic Awareness and Phonics Skills for ELL Students to Decode Unfamiliar Words

ELL/ESL Support Strategies

Provide bilingual resources, such as dictionaries and phrasebooks, to support students who may struggle with English.

Use visual aids, such as pictures and diagrams, to support understanding and engagement.

Use gestures and body language to support communication and participation.

Provide opportunities for students to use their first language to support their learning, if necessary.



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Extension and Interactive Fun Activities

Provide additional practice opportunities for students who need extra support, using games and activities that promote engagement and participation.

Offer challenging activities for students who need a greater challenge, using complex texts and tasks that promote critical thinking and problem-solving.

Interactive Fun Activities

Phoneme sorting: Sort words into categories based on their phonemes.

Word building: Build words using phonemes and graphemes.

Phonics bingo: Play a game of bingo to practice phonics skills.

Word chain: Create a word chain by finding words that start with the last phoneme of the previous word.



Conclusion

In conclusion, building phonemic awareness and phonics skills is a crucial aspect of reading development for 6-year-old ELL students. By incorporating ELL/ESL support strategies, such as visual aids, gestures, and bilingual resources, teachers can help students develop the skills they need to decode unfamiliar words and become confident readers.

Reflection Questions

- How effective was the lesson in meeting the needs of ELL students?
- What adjustments can be made to the lesson to better support student learning?
- How can the lesson be differentiated to meet the needs of different learners?

Phonemic Awareness Activities

Phonemic awareness is the ability to hear and manipulate individual sounds in words. It is a crucial skill for reading and spelling. Here are some activities to develop phonemic awareness in 6-year-old ELL students:

- Word families: Use words that have the same ending sound, such as cat, hat, and mat, to help students recognize and manipulate sounds.
- Phoneme segmentation: Use words to segment individual sounds, such as c-a-t, to help students hear and manipulate individual sounds.
- Phoneme blending: Use individual sounds to blend together to form words, such as c-a-t to form cat, to help students hear and manipulate individual sounds.

Example Activity

Use a word family, such as cat, hat, and mat, to create a phonemic awareness activity. Ask students to change the initial sound of each word to create new words, such as bat, sat, and fat.

Phonics Activities

Phonics is the relationship between sounds and letters. It is a crucial skill for reading and spelling. Here are some activities to develop phonics skills in 6-year-old ELL students:

- Word building: Use magnetic letters or letter tiles to build words, such as cat, to help students recognize the relationship between sounds and letters.
- Word decoding: Use words to decode individual sounds, such as c-a-t, to help students recognize the relationship between sounds and letters.
- Phonics bingo: Play a game of bingo to practice phonics skills, such as identifying the sound of a letter or a combination of letters.

Case Study

A study was conducted to examine the effectiveness of phonics instruction on the reading skills of 6-year-old ELL students. The results showed that students who received phonics instruction outperformed students who did not receive phonics instruction on a reading test.

ELL/ESL Support Strategies

ELL/ESL support strategies are crucial for supporting the learning of 6-year-old ELL students. Here are some strategies to support ELL students:

- Visual aids: Use visual aids, such as pictures and diagrams, to support understanding and engagement.
- Gestures and body language: Use gestures and body language to support communication and participation.
- Bilingual resources: Provide bilingual resources, such as dictionaries and phrasebooks, to support students who may struggle with English.

Reflection Questions

How can you use ELL/ESL support strategies to support the learning of 6-year-old ELL students? What are some challenges you may face when supporting ELL students, and how can you overcome them?

Assessment and Evaluation

Assessment and evaluation are crucial for measuring the progress of 6-year-old ELL students. Here are some ways to assess and evaluate student progress:

- Formative assessments: Use formative assessments, such as quizzes and classwork, to monitor student progress and understanding.
- Summative assessments: Use summative assessments, such as tests and projects, to evaluate student learning at the end of a lesson or unit.
- Self-assessment: Encourage students to reflect on their own learning and set goals for themselves.

Teaching Strategy

Use a variety of teaching strategies, such as visual, auditory, and kinesthetic approaches, to support the learning of 6-year-old ELL students.

Conclusion

In conclusion, building phonemic awareness and phonics skills is a crucial aspect of reading development for 6-year-old ELL students. By incorporating ELL/ESL support strategies and using a variety of teaching approaches, teachers can help students develop the skills they need to decode unfamiliar words and become confident readers.

By following the strategies and activities outlined in this document, teachers can support the learning of 6-year-old ELL students and help them achieve their full potential.

Resources

For more information on teaching phonemic awareness and phonics skills to 6-year-old ELL students, please refer to the following resources:

- National Council of Teachers of English (NCTE)
- International Literacy Association (ILA)
- Teaching English to Speakers of Other Languages (TESOL)

References

The following references were used to inform the development of this document:

- National Council of Teachers of English. (2020). The NCTE Policy Brief on English Language Learners.
- International Literacy Association. (2020). The ILA Literacy Glossary.
- Teaching English to Speakers of Other Languages. (2020). The TESOL Encyclopedia of English Language Teaching.

Reflection Questions

How can you use the strategies and activities outlined in this document to support the learning of 6-year-old ELL students? What are some challenges you may face when implementing these strategies, and how can you overcome them?

Glossary

The following glossary defines key terms used in this document:

- Phonemic awareness: The ability to hear and manipulate individual sounds in words.
- Phonics: The relationship between sounds and letters.
- ELL/ESL: English Language Learner/English as a Second Language.

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