

Subject Area: Phonological Awareness
Unit Title: Segmenting and Blending Sounds with Pictures and Objects
Grade Level: 4-Year-Olds
Lesson Number: 1 of 10

Duration: 45 minutes
Date: [Insert Date]
Teacher: [Insert Teacher Name]
Room: [Insert Room Number]

Curriculum Standards Alignment

Content Standards:

- Recognize and generate rhyming words
- Identify and manipulate individual sounds (phonemes) in words

Skills Standards:

- Demonstrate an understanding of phonological awareness
- Apply phonological awareness skills to decode and encode words

Cross-Curricular Links:

- Language Arts
- Reading

Essential Questions & Big Ideas

Essential Questions:

- What are individual sounds (phonemes) in words?
- How can we manipulate individual sounds to form new words?

Enduring Understandings:

- Phonological awareness is the ability to recognize and manipulate individual sounds (phonemes) in words
- Segmenting and blending sounds are essential skills for reading and writing

Student Context Analysis

Class Profile:

- Total Students: 20
- ELL Students: 5
- IEP/504 Plans: 2
- Gifted: 3

Learning Styles Distribution:

- Visual: 40%
- Auditory: 30%
- Kinesthetic: 30%

Pre-Lesson Preparation

Room Setup:

- Arrange the room to facilitate movement and interaction among students
- Prepare the picture cards and object manipulation kit

Technology Needs:

- None required

Materials Preparation:

- Picture cards with different objects
- Object manipulation kit

Safety Considerations:

- Ensure students are aware of their surroundings and move safely around the room

Detailed Lesson Flow

Introduction (5 minutes)

- Introduce the topic of segmenting and blending sounds with pictures and objects
- Show students a picture of a familiar object and ask if they can make the sound the object makes

Picture Sorting (10 minutes)

- Show students a set of pictures and ask them to sort the pictures into categories
- Ask students to identify the individual sounds they hear in each word

Engagement Strategies:

- Use visual aids to engage students
- Encourage students to move around the room and interact with the pictures

Sound Scavenger Hunt (10 minutes)

- Hide pictures and objects around the room, each with a different sound
- Give students a list of the sounds and ask them to find the corresponding pictures and objects

Checking for Understanding:

- Observe students during the activity to assess their understanding
- Ask questions to prompt critical thinking and problem-solving

Object Manipulation (10 minutes)

- Provide students with a set of objects and ask them to use the objects to represent individual sounds
- Ask students to blend the individual sounds together to form a word

Scaffolding Strategies:

- Provide one-on-one support for students who require extra help
- Encourage students to work in pairs or small groups to facilitate peer-to-peer learning

Blending Sounds (10 minutes)

- Provide students with a set of pictures and objects and ask them to blend the individual sounds together to form a word
- Ask students to segment the word into individual sounds

Conclusion (5 minutes)

- Review the learning objectives with students
- Ask students to reflect on their learning and what they would like to learn more about in the future

Differentiation & Support Strategies

For Struggling Learners:

- Use visual aids with larger images and simpler objects
- Provide one-on-one support and guidance

For Advanced Learners:

- Use more complex pictures and objects
- Provide additional challenges, such as blending sounds to form more complex words

ELL Support Strategies:

- Use visual aids and realia to support language development
- Provide opportunities for students to practice their language skills through conversation and writing

Social-Emotional Learning Integration:

- Encourage students to work in pairs or small groups to facilitate peer-to-peer learning and socialization
- Ask students to reflect on their learning and what they would like to learn more about in the future

Assessment & Feedback Plan

Formative Assessment Strategies:

- Observe students during the lesson to assess their understanding
- Ask questions to prompt critical thinking and problem-solving

Success Criteria:

- Students can identify and analyze individual sounds (phonemes) in words
- Students can blend individual sounds together to form a word

Feedback Methods:

- Provide verbal feedback to students during the lesson
- Use a rubric to assess student understanding and provide written feedback

Homework & Extension Activities

Homework Assignment:

Ask students to create their own picture cards with different objects and practice segmenting and blending sounds at home

Extension Activities:

- Create a word family activity, where students learn to recognize and generate words that share the same sound pattern

- Create a phoneme manipulation activity, where students learn to add, delete, or substitute sounds in words to create new words

Parent/Guardian Connection:

Encourage parents/guardians to practice segmenting and blending sounds with their child at home and provide feedback to the teacher

Teacher Reflection Space

Pre-Lesson Reflection:

- What challenges do I anticipate?
- Which students might need extra support?
- What backup plans should I have ready?

Post-Lesson Reflection:

- What went well?
- What would I change?
- Next steps for instruction?

What are Segmenting and Blending Sounds?

Segmenting sounds refers to the ability to break down words into individual sounds (phonemes). Blending sounds refers to the ability to combine individual sounds together to form a word.

Why are Segmenting and Blending Sounds Important?

Segmenting and blending sounds are essential skills for reading and writing. They help students to decode and encode words, and to develop phonological awareness.

How to Teach Segmenting and Blending Sounds

Teach segmenting and blending sounds using a variety of strategies, including visual aids, realia, and hands-on activities. Provide opportunities for students to practice and apply their skills in different contexts.

Objective:

Students will be able to sort pictures into categories based on the individual sounds they hear in each word.

Materials:

- Pictures with different objects
- Word cards with the corresponding words

Procedure:

1. Show students the pictures and ask them to identify the individual sounds they hear in each word
2. Ask students to sort the pictures into categories based on the individual sounds
3. Provide feedback and guidance as needed

Objective:

Students will be able to identify and find objects in the classroom that start with a specific sound.

Materials:

- Pictures or objects with different sounds
- A list of the sounds for students to find

Procedure:

1. Hide the pictures or objects around the classroom
2. Give students the list of sounds and ask them to find the corresponding pictures or objects
3. Provide feedback and guidance as needed

Objective:

Students will be able to use objects to represent individual sounds and blend them together to form a word.

Materials:

- Objects to represent individual sounds
- Word cards with the corresponding words

Procedure:

1. Provide students with the objects and ask them to use the objects to represent individual sounds
2. Ask students to blend the individual sounds together to form a word
3. Provide feedback and guidance as needed

Objective:

Students will be able to blend individual sounds together to form a word.

Materials:

- Pictures or objects with different sounds
- Word cards with the corresponding words

Procedure:

1. Provide students with the pictures or objects and ask them to blend the individual sounds together to form a word
2. Provide feedback and guidance as needed

Conclusion:

In conclusion, this lesson plan provides a comprehensive approach to teaching segmenting and blending sounds to 4-year-old students. By incorporating visual aids, realia, and hands-on activities, students will develop phonological awareness and be able to decode and encode words.

Assessment:

Assess student understanding through observation, verbal feedback, and written feedback. Use a rubric to evaluate student performance and provide feedback for future instruction.

References:

- National Council of Teachers of English. (2019). Phonological Awareness: A Position Statement.
- International Literacy Association. (2019). Phonological Awareness: A Guide for Teachers.

Appendix:

- Picture cards with different objects
- Object manipulation kit
- Sound scavenger hunt list
- Blending sounds worksheet