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EDU 230-01

Professor McAdams

Midterm Lesson Plan

**Topic:** Phonemic Awareness - Segmentation

**Bell Work:** Students will come into the classroom and begin to work on a coloring sheet that incorporates the sound matching lesson covered on the previous day.

**Purpose:** Word segmentation will help students effectively read and write, by showing them how to differentiate between sounds in a word.

**Objectives:**

Instructional : Given a picture on a sheet of paper, the learner will be able to accurately segment the sounds of the word, then say the full word together.

Expressive : I can break up the sounds in a word!

I can look at a picture and write the sounds I hear.

**Review:**

“Who remembers what we talked about yesterday?”

Using the flash cards provided, hold up three of the pictures, and have students tell you which picture doesn’t start the same as the other two. This builds a foundation for the lesson today, because the learners are already familiar with finding a beginning sound in the word. Now we add on the middle and end.

**Anticipatory Set:**

“I have a secret for you. Are you ready? Did you know that you all have a special gadget that comes with you wherever you go? Everybody has one, and it’s super helpful! You’re gonna be so excited when you learn how it works. This gadget is called a word stretcher! Why don’t we all take out our word stretchers. (Indicate with your hands what the children should be doing - two hands out, fists facing each other, as if you were gripping something to stretch.) Very good! I think you’ll all see how much these come in handy as we learn our lesson today.”

**Input:**

Methods being used to acquire content:

* Demonstration
* Practice by doing

When we read a word, there are lots of little parts that come together to make the whole word. We hear the whole thing, but if we slow it way down like a turtle, we can hear each part. Should we give it a try? (Show cat picture) What is this a picture of? A cat! Now listen and use your word stretchers as I slow the word down. C-A-T. (making the sounds of each letter) \*\*Show the students how to pull their hands apart and “stretch the word” as they say the individual sounds in each word.

Content teaching aid:

Pictures of animals for them to sound out.

\*\*\*It’s important not to include the letters on the pictures, because phonemics focuses on using sounds to find a word.

**Modeling:**

Hold up different pictures printed on the paper, and have the students tell you what the picture is. Segment the word for the students. Then, have the students repeat it with you. After each word, have the students act out what the word means. Go through 6-8 words, or until the students get the hang of it.

**Checking for Understanding:**

**\*\***As you go through the modeling, be sure to watch for which students are actively participating, and which students are falling behind. \*\*

Who can tell me what they use their word stretcher for? The student will answer orally. (Used for stretching out words to hear the different sounds in a word)

What would the first sound be in the word barn? (B)

What would the last sound be in the word leaf? (F)

What would the middle sound be in the word jar? (A)

\*\*All answered orally  
(Call on students to help you stretch out a picture card with their word stretchers.)

**Guided Practice:**

Objective Targeted : Given a picture on a sheet of paper, the learner will be able to accurately segment the sounds of the word, then say the full word together.

Purpose : To put a visual meaning behind the idea of word segmentation. Creates a hands-on experience that will further show what word segmentation is.

Process :

1. Give each student a paper with 4 elongated animals on it.
2. Segment words for them out loud, and have them point to each part of the animal as you go. For example, the “C” in cat would be the head, “A” the body, and “T” the tail.
3. Go through each animal, and watch to make sure they are all pointing to the right part. \*\*Say the animals out of order, so they have to really listen to see which animal it will be
4. Once they get the hang of it, say the sounds out of order, to insure they can point to any word segment at any time.
5. After every other animal, have them turn to a partner and talk about why they picked the spot they did.
6. After this, call on individual students to come up to the front, pick their favorite animal on the sheet, and segment the word for the class, while pointing to the animal sections.

Product : The animal sheet that they can take home and practice with.

Evaluation : As students are following the word on the animals, watch very carefully to make sure they are doing it correctly.

**Independent Practice:**

Objective Targeted :

Given a picture on a sheet of paper, the learner will be able to accurately segment the sounds of the word, then say the full word together.

Purpose :

To give students extra practice with word segmentation. Writing the sounds and letters out for each picture will help the linguistic learners put the words and the sounds together.

Process :

1. Have students go back to their desks.
2. Hand out the segmentation worksheet.
3. Have the students work on the sheet individually.
4. Walk around and check papers as they do it to offer help for each student.
5. Give a time limit of 10 minutes.

Product :

The finished worksheet.

Evaluation:

The students will turn in the worksheet to me, and I’ll check to see how accurately they filled it in. If there is a low percentage of students who were accurate, I will go over the material in a different way the following day.

**Closure:**

Okay boys and girls, today we learned about segmentation. Who can segment a word for me? (Choose a student and have them segment the word “door”)

**Assessment:**

I will determine student mastery by how well the student can separate the individual sounds in a word, say them, and put them together. I will also use the written out worksheet to see if they were able to connect the letter sounds they learned a while ago to the new segmentation technique.