

Language & Literacy	Title: Phoneme Segmentation	Day: 1	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Learn to segment words into individual phonemes (sounds).</p>	<p>Recap: Teacher will be shown some words on flashcards and asked the students write their Rhyming words on board.</p> <p>We Are Learning to: Learn to segment words into individual phonemes (sounds).</p> <p>What I am looking for: How well you can learn to segment words into individual phonemes (sounds).</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Today, we are going to practice saying the sounds we hear in words. Listen and watch. I'll say the sounds in the word "pat." (Put up one finger for each sound, as you say the sounds. /p/ /aaaa/ /t/) How many fingers did I put up (touch)? (Students should say "three.") Right, that means "pat" has three sounds. Now let's try it together. Say the sounds in "pat" with me. (Put up one finger for each sound, as you say the sounds. Watch to make sure the student(s) follow along with you: /p/ /aaaa/ /t/.) Write more words on board such as hot, pin, tub, shop and ask the students segment these words into phoneme. Students can hop while saying the sound out loud to segment the word. They can jump across one at a time as they sound out a word.</p> <p>Guided practice: Place a small number of picture cards in front of students. Tell them you are going to say a word using "Snail Talk" or "Robot Talk" a slow way of saying words (e.g., /ffffffllllaaaag/). They have to look at the pictures and guess the word you are saying. It is important to have the students guess the answer in their head so that everyone gets an opportunity to try it. Alternate between having one student identify the word and having all students say the word aloud in chorus to keep students engaged.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<p>Students will be assessed on</p> <p>Learning to segment words into individual phonemes (sounds).</p>	<p>Flash cards</p> <p>Pictures flashcards</p>

	<p>Focused Task:</p> <p>Now ask the students open book pages no _____. Look at the board picture and help Raza to read the words with phoneme segmentation like /m/a/t/. On other page help students to write the words by clapping on each letter. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:</p> <p>Show them the words flash cards and ask them to do its phoneme segmentation.</p> <p>Reflection:</p> <p>Homework:</p> <p>Do the phoneme segmentation of the given words.</p>	5 mins		<p>Book page no_____</p> <p>Copy work</p>
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Language & Literacy	Title: Phoneme Segmentation	Day: 2	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>Learn to segment words into individual phonemes (sounds).</p>	<p>Recap:Teacher will be asked to the students write words on board in the form of segmentation.</p> <p>We Are Learning to: Learn to segment words into individual phonemes (sounds).</p> <p>What I am looking for: How well you can learn to segment words into individual phonemes (sounds).</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction:Start by practicing with additional words with two or three phonemes, such as at, up, hat, soap,and fish. Tell the students listen to my cheer.Then shout the sounds you hear.Sun! Sun! Sun!</p> <p>Let's take apart the word sun.Give me the beginning sound. (Students respond with /s/.)Give me the middle sound. (Students respond with /u/.)Give me the ending sound. (Students respond with /n/.)That's right!/s/ /u/ /n/-Sun! Sun! Sun!</p> <p>Guided practice: Use picture cards of objects that students are likely to recognize such as: sun, bell, fan, flag, snake, tree, book, cup, clock, and plane.Have students tap on their arm or desk as they say each sound in a word. For example, with the word `dog`, students would tap their thumb on the desk while saying /d/, tap their pointer finger on the desk while saying /o/, and tap their middle finger on the desk while saying /g/.They could also tap their pointer, middle, ring, and pinky finger to their thumb instead of tapping a desk or their arms.It doesn't really matter what they tap, but that they use one finger for one sound.</p> <p>Focused Task:Now ask the students open book page no _____. Look at the pictures and students to write the words by clapping on each letter.Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show them the words flash cards and ask them to do its phoneme segmentation..</p> <p>Reflection:</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Learning to segment words into individual phonemes (sounds).</p>	<p>Pictures flashcards</p> <p>Book page no_____</p>

Language & Literacy		Title: Silent letters	Day: 3	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify and read words with the silent letters</p>	<p>Recap: Teacher will write some words on board and will ask the students tell the phoneme segmentation of the following words.</p> <p>We Are Learning to: Identify and read words with the silent letters.</p> <p>What I am looking for: How well you can identify and read words with the silent letters.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Write the words dog, cat, bed, map, and log on board and ask the students read the words. Tell the students while reading the words you can hear the sound of these words. Now write more words thumb, write, knee, wrist, calf' on the board. Ask the students read these words also. Have students turn and talk with a partner to see if they can figure out what these words have in common. Give partners the opportunity to share their thoughts with the class. Tell the students when we cannot hear the sound of letters in words we call them silent letters Lead the students through questioning to realize that each of these words contains silent letters. Play the song of silent letters. https://youtu.be/A2PI9UsI5Pg</p> <p>Guided practice: Give the students basket of flash cards of words with the silent letters and words with the same letters pronounced. Ask the students take out one card and read the word and tell in this word is there any silent letter. Repeat this activity with all students they will take out the cards from basket and tell about the word and its silent letter if have.</p> <p>Focused Task: Now ask the students open book page no _____. Read the words and explain them the rules of silent letters. Tell them there are some letters in the words after that letter become silent. Give worksheet circle the silent letter in the given words.</p> <p>Wrap up: Show them the words flash cards and ask them which word has silent letter.</p> <p>Reflection :</p> <p>Homework: Circle the words which have the silent letters.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying and read words with the silent letters</p>	<p>Flashcards, baskets</p> <p>Book page no _____</p> <p>Worksheet</p> <p>Worksheet</p>

Language & Literacy		Title: Silent letters	Day: 4	Class: Kindergarten
Learning Outcomes	Activity Plan/Methodology	Time:40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>identify and read words with the silent letters</p>	<p>Recap:Teacher will write some words on board and ask the students circle the silent letter. Play video of silent letters. https://youtu.be/6p4hRbPQC2w</p> <p>We Are Learning to: Identify and read words with the silent letters.</p> <p>What I am looking for: How well you can identify and read words with the silent letters.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction: Tell students that today you will be talking about silent letters. Explain that silent letters are letters that are spelled but are not pronounced. These letters can come at the beginning, middle, and end of words. Write the following sentence on the board: "I knit you a glove that covers you from your thumb to your wrist." Ask students to come to the board and circle words that contain silent letters. Support students to see that there are three silent letters in this sentence: the K in <i>knit</i>, the B in <i>thumb</i>, and the W in <i>wrist</i>.</p> <p>Guided practice: Make a pack of cards with at least four cards for each missing letter, e.g. "write", "wrap", "wrist" and "wreak" for silent W. Students turn all the cards face down and take turns trying to find two that match by having the same silent letter. For snap, they deal out the cards but don't look at them, take turns putting their top card face up on the table, then race to shout "Snap!" if the last two cards to be turned face up have the same silent letter. Students can work together to match the cards up by silent letter.</p> <p>Focused Task:Now ask the students open book page no _____. Look at the pictures and complete the words by adding the missing letters in it. Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up:</p> <p>Show them the words flash cards and ask them which word has silent letter.</p> <p>Reflection:</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on identifying and read words with the silent letters</p>	<p>Flashcards,</p> <p>Book page no _____</p>

Language & Literacy	Title: Phoneme Segmentation/Silent letters	Day: 5	Class: Kindergarten	
Learning Outcomes	Activity Plan/Methodology	Time: 40 minutes	Assessment of Learning	Resources
<p>Upon the completion of this lesson, Students will be able to:</p> <p>learn to segment words into individual phonemes (sounds)/ Identify and read words with thesilent lettersand).</p>	<p>Recap:Teacher will write some words on board and ask the students circle the silent letter.</p> <p>We Are Learning to: Learn to segment words into individual phonemes (sounds) and read words with thesilent letters.</p> <p>What I am looking for: How well you canlearn to segment words into individual phonemes (sounds)and read words with thesilent letters.</p> <p>Gained skill: This will help us to improve our speaking and writing skills.</p> <p>Introduction:Write the following sentence on the board: "My knee and thumb hurt with the knife" Ask students to come to the board and circle words that contain silent letters. Support students to see that there are three silent letters in this sentence: the K in knee theB in thumb, and the k in knife.Say a word aloud, or show students a picture, and ask them to count how many sounds are in the word. I like to give students a few picture cards and have them sort them into piles by how many sounds they have.</p> <p>Guided practice: Play this game as a whole group.Give each student a handful of crackers.Show a picture card, such as the image of a fish.Demonstrate how to slide one cracker for each phoneme in the word. For example, the word 'fish' has three phonemes, /f/, /i/, and /sh/.Ask the students how many phonemes does the word 'fish' have?Allow students to eat their goldfish, then repeat with another word until students seem to be able to play independently.Give some picture flashcards to all students and ask them tell the silent letter in each word one by one</p> <p>Focused Task:Ask the students open their copies and write the five words which have silent letters.Give them a set amount of time to complete the task and monitor their progress.</p> <p>Wrap up: Show them the words flash cards and ask them about the phoneme.</p> <p>Reflection:</p> <p>Homework:Do worksheet in which look at the picture write the words and identify the phoneme.</p>	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p> <p>5 mins</p>	<p>Students will be assessed on</p> <p>Learning to segment words into individual phonemes (sounds)/ Identifying and read words with thesilent letters</p>	<p>Fish card, pictures flashcards</p> <p>Copy work</p> <p>worksheet</p>