

Unit 1

Target phonemes — **s m c t g p a o**

Date:

Lesson 1 of 10

Teacher:

What I'm teaching:

- Explore and experiment with sounds, words and text
- Link sounds to letters

What we're learning:

We are learning to match some sounds and letters together to help us read and spell words.

How did we do?

I will be able to recognise and pronounce at least 4 new phonemes.

What I need:

- Teacher's board with magnetic letters **s m c t g p a o** arranged in a line
- *Individual Fly Swatter* sheet - 1 per child
- *Thumbs up? Thumbs down?* (pg 118) game rules

Getting ready:

Seat the children on the carpet facing the teacher's board. Seat any children requiring support at the front. Have the LSA at the back ready to support as required.

Tuning in

Display and share childspeak learning intention and success criteria with the class.

Learn with me

Display the teacher's whiteboard with magnetic letters. Select the letter 'S'. Slide it to the middle of the board; as the letter is moved pronounce the phoneme /s/. Have the children repeat the phoneme after you. Check for correct pronunciation with the whole class. Select individual children to pronounce phonemes to ensure understanding. Repeat for each of the target phonemes.

Your turn

Give each child an *Individual Fly Swatter* sheet with the target phonemes written on the flies. Slide the letter 'S' to the middle of your whiteboard, ask the children to look at the letter and say the phoneme. Then ask the children to locate the phoneme on the sheet, point to it and say the phoneme. Repeat for the remaining phonemes. To extend this activity, more able children could work with the LSA. The adult says the sound rather than showing it on the magnetic board. Children then locate correct phoneme independently.

Back together

Review the childspeak target and success criteria. Play *Thumbs up? Thumbs down?* using phonemes rather than words. In the box below record the names of any children who cannot recognise at least 4 of the 8 phonemes.

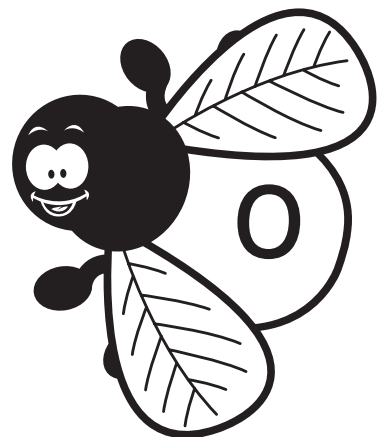
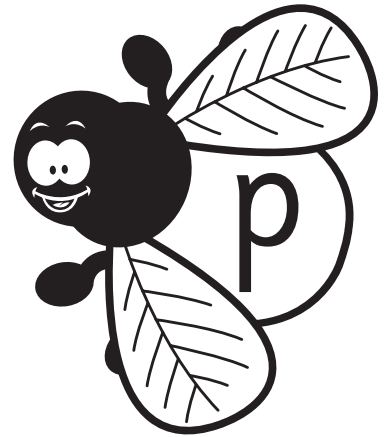
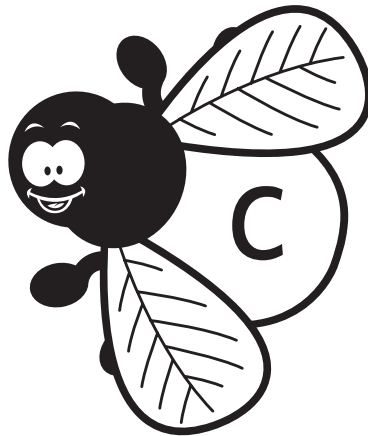
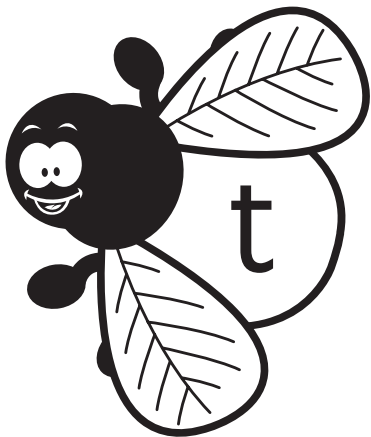
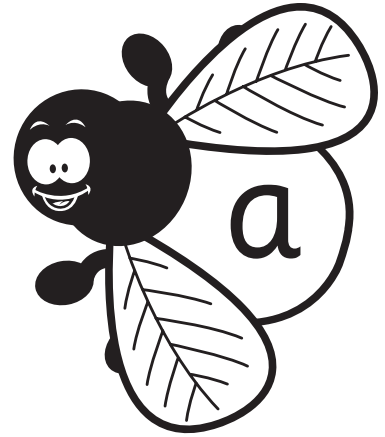
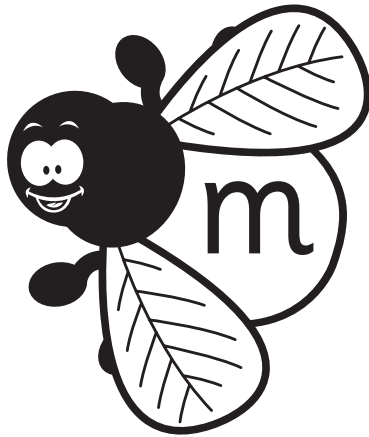
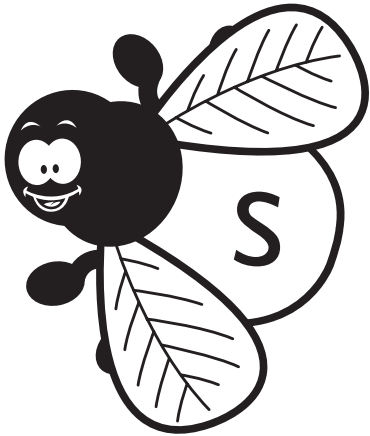
Record of children requiring extra support.

Ideas for extra support.

Ask an LSA/parent to repeat main lesson with those children identified as requiring extra support. Ensure that the phonemes are pronounced correctly by the adult.



Individual Fly Swatter



Thumbs Up? Thumbs Down?

What does this game do?

- ✓ Reinforces phoneme grapheme correspondences.
- ✓ Reinforces blending phonemes to read words.
- ✓ Reinforces how to segment words into phonemes in order to spell.

Set up

- Have a word list handy that contains all the words that can be made using the target phonemes.
- Children should be able to see the teacher's whiteboard clearly.
- Give each child a mini-whiteboard and a marker pen.

How to play

1. Write a word on the board, for example, 'cat' but tell children the word is cot
2. Ask the children to put their thumbs up if they think the word you have written is correct and to display thumbs down if it is not
3. If the children give you the thumbs down ask them to explain why. Have them sound out the word and then write it correctly on their mini-whiteboards
4. If the children give you the thumbs up ask them to explain why. Give praise for great reading

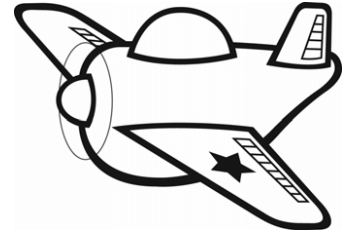
Make it harder, make it easier!

For more able children, write words on your board that are very similar so that only one letter is incorrect.

To make it easier have children work with a more able buddy. You can also make this activity easier by writing words on your board that are obviously wrong.



Word List for Unit 1



s m c t g p a o

3 Phoneme Words

map
cat
cap
gap
got
act
tap
mat
pat

pop
mop
cog
tag
cot
tot
top
pot
sat

cop
gas
sap
Sam
Pam
Tom
Mog
Pat

Extension Words

VC Words

at
am

4 Phoneme Words

lamp
camp
stag
stop

spam
smog
spat
spot

5 Phoneme Words

stamp



Everything you need to get going with Synthetic Phonics

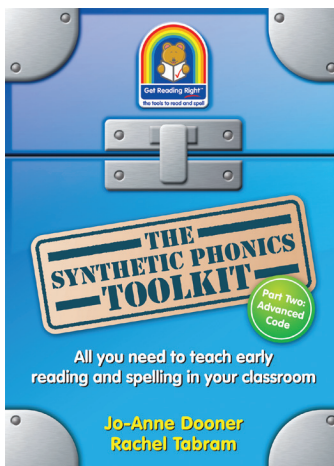


Part One: Basic Code

- Covers the first 31 of the 44 phonemes needed for systematic reading and spelling with synthetic phonics
- 36 of the 72 irregular, high frequency words that are needed for confident writing

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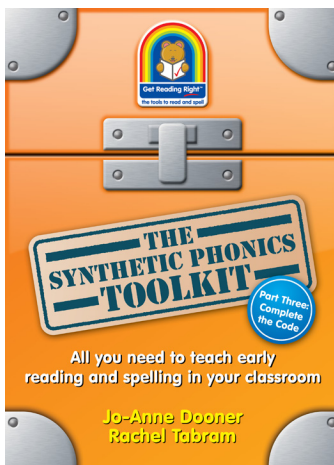


Part Two: Advanced Code

- The many representations for /ee/, /ie/, /oa/, /ay/ and /ue/
- The rarer phoneme - grapheme correspondences
- Completes the irregular, high frequency words

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Part Three: Complete the Code

- Completes the remainder of the code
- Further spelling choices for known phonemes

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