USING SOUNDS & COMBINATION OF SOUNDS TO DECODE UNKNOWN WORDS

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Using songs and rhymes to identify sound

Objectives

Pupils should be able to;

1. Blend and identify a word that is stretched out into its component sounds.
2. Learn how to decode unknown words in text.
3. Identify the beginning, middle, and ending sounds of words.

Information/Instruction

1. Competent readers have a number of strategies they are able to call on. These are also known as decoding strategies.
2. **Chunking**: This strategy involves your child breaking words into manageable 'chunks' to sound out, rather than sounding out each individual letter.

Teacher Guide

Day 1/Lesson 1- 15 Mins

1. Place a small number of picture cards in front of children.
2. Tell them you are going to say a word using "Snail Talk" a slow way of saying words (e.g., **/fffffllllaaaag/).**
3. They have to look at the pictures and guess the word you are saying.
4. It is important to have the children guess the answer in their head so that everyone gets an opportunity to try it.
5. Alternate between having one child identify the word and having all children say the word aloud in chorus to keep children engaged.

Day 3 Lesson 3: 20 Mins

1. Tell students that you can use the picture, beginning letter, and other words in a sentence to read a tricky word.
2. Display a sentence frame in a text book, for example,: **"I think the word is _____ because**

Guided Practice

Day 2 Lesson 2- 30 mins

1. Label small cups with a 1, 2, or 3 – enough cups so that each child has a set of three.
2. Prepare a list of words. These are the words I used:
   Net, top, nest, hat, butterfly, tiger, octopus, goat, turkey, kettle, boat, ten, quarter, mitten, touch.
3. Prepare copies of tally sheet, use paper cut into quarters. Have the children print their name on their paper and write the numbers 1, 2 and 3 on it.
4. Prepare individual sets of fifteen tokens or you can have children count out the tokens themselves.
5. Review the /t/ sound with a small group of children (no more than six). Ask children to name words they know that have the /t/ sound.
6. Say the word, tall, and ask students if they hear the /t/ at the beginning, middle or end of the word. Say the word, button, and ask

Materials Required

- Picture Cards e.g. Sun, Bell, Fan, Flag
- Small cups, three per child
- -Tokens, markers of some kind (dried beans, etc.)
- -Paper and pencil (pattern provided in lesson
- -Word List (for teacher)

Additional Resources

- http://www.keepkidsreading.net/reading-st
- http://www.keepkidsreading.net/docs/readi
- http://www.readingrockets.org/strategies/b
- http://www.readingrockets.org/helping/targ
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Additional Notes

3. For example in the word **'stall'**, your child should be able to recognize the blend **'st-'** and identify its corresponding sound; **'-all'** is the next chunk that can be used to help us solve the word: **'st-all','stall'.**

4. Another example is 'shouted' which could be broken down into the parts 'sh-out-ed'

5. The stronger your child is in word families and general letter/sound, the more successful they will be in using this strategy.

6. Have your child look at the word to find letters combinations that they know. Once they have found one (or more), encourage the use of fingers to isolate the 'chunks.

_____." Have students predict the covered word with a partner.

3. Choose a volunteer to guess the word using the sentence frame.

4. Uncover the word and model using the beginning letter **W** to read **"w-w-water."**

5. For example, model checking the picture in the textbook that also shows water.

6. Ask the students, **"Does the word water make sense in the book?"**

7. Choose a few more words in the book that are easily guessed using photographs and the context of the sentence. Repeat the procedure a few more times to model strategies.

Day 4 Lesson 4: 15 Mins:

1. Remind students that they will be reading nonfiction texts that will provide information about a topic.

2. Distribute grade level nonfiction books to pairs of students.

3. Have your students read with a partner and getting stuck on a word. Ask the student, **"What can I do to read this tricky word?"**

4. Have the student use the sentence frame, **"I think the word is _____ because _____."**

5. Prompt the student to have you check the picture, use the beginning sound, and think about the other words in the sentence.

6. After you read the word together, ask the student, **"Does this word make sense**?"

7. As students work in partners, circulate and prompt them to use the strategies for reading unknown words.

the same question. Repeat with the word, rabbit.

7. Give each child three cups: one labeled with a "1", one labeled with a "2", and one labeled with a "3". Have children place the cups in front of them from left to right in the correct numerical order.

8. Tell the children that you are going to say some words. The children are to decide if the /t/ is at the beginning, middle or end of the words.

9. Explain that they are to place a token, in the #1 cup if they hear /t/ at the beginning of a word, the #2 cup if they hear the/t/ in the middle of a word, or the #3 cup if they hear the /t/ at the end of the word.

10. Model examples of words with each letter placement. Give each child 15 tokens. Read each word from your list slowly, giving children time to hear the /t/ and decide where to place their token. Repeat the words when necessary.

11. When all the words have been read and each child has used all their tokens, give each the tally sheet and have them write their names on it.

12. Have children count the tokens in cup #1 and write their answer beside the #1 on their sheet. Do the same for cups 2 and 3.

Teacher Guide

Guided Practice

Assessment Activity

1. Students should be assessed through observation and notes during the games and activities.
2. Criteria for assessing students for Activity 2:
   - A – Students identify at least 14 out of 15 sounds correctly
   - B - Students identify at least 11 out of 15 sounds correctly
   - C – Students identify at least 8 out of 15 sounds correctly

D – Students identify less than 8 out of 15 sounds correctly

Assessment Activity

1. Students can also be assessed using the worksheet they complete individually to see if they are able to isolate the phonemes.
2. Ask students to answer the following questions using the sentence stems provided:
3. What was one new word you found in your nonfiction book?
   1. **The new word was _____."**
4. How did you figure out what the new word means?
   2. **"I think the word is _____ because _____."**

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Summary

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