

Sentences into individual words; orally blend and segment single-syllable spoken...

segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)

Learning intention

- segment sentences into individual words; orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words...

Teach and model

- saying the sounds when given a word; for example, "can" ("c-a-n") or "ship" ("sh-i-p")
- saying the word when given the sounds; for example, "l-i-p" ("lip") or "m-u-n-ch" ("munch")
- saying the new word when the beginning phoneme/medial/end phoneme in a word is replaced with a different phoneme; for example, "run" becomes "fun", or "fun"...

Check understanding

- Explain the main idea in sentences into individual words; orally blend and segment single-syllable spoken... using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.