

# Phonics Shed

## Phonological and Phonemic Awareness

### Pre-K - Lesson 1

#### /s/ Sam the Snake



10-15 mins

#### Resources (Optional)

- Sound Boxes & Manipulatives
- Blending & Segmenting Visuals
- Ch.2 Set 1 's' Flashcard

**Suggested Manipulatives:** pom poms, pennies, unifix cubes, counters

### Sentence Segmentation

2 mins



Read a sentence aloud and ask students to repeat. Students will count the number of words in the sentence. Students can use manipulatives to help count if needed.

- Sam sat. (2)
- The snake slides. (3)
- Sig sleeps. (2)

Repeat this sentence after me and count the number of words in the sentence.

**Extend:** Students try to identify words that have the /s/ sound.

### Syllable Segmentation & Blending

2 mins



**Blending:** Say the syllables in a word. Students repeat the syllables, then blend them together and say the whole word. Ask students to either hum the word or hold their hand under their chin as they say the whole word again, and count the hums or chin drops to figure out how many syllables are in each word.

**Ex. Teacher:** jump - ing » **Student:** jump - ing, jumping, 2

- sea - son; season (2)
- summ - er; summer (2)
- safe - ty; safety (2)
- sill - y; silly (2)

I will say some word parts. Repeat the word parts with a pause in between each and then say the word parts again without any pauses in between. Count how many hums or chins drops are in the new word.

### Rhyming

2 mins



Read the sentence. Have the students identify which two words in the sentence sound the same at the end.

**Model with this example:** *The fox sat in the box.* (fox, box)

- The cat sat. (cat, sat)
- Sip with your lip. (sip, lip)
- The moose sees the goose. (moose, goose)
- I see the door to the store. (door, store)

Rhyming words are words that have the same middle and final sound like box and fox. I will read a sentence. Repeat the sentence and then say the two words that rhyme.

**Extend:** Students try to say other words that rhyme with the rhyming pair (cat, sat, bat, fat).

## Isolate Initial, Medial, & Final Sounds

2 mins



**Initial:** Read the alliteration sentence and ask students to identify the first sound they hear in each word.

- Sam snake slowly slithers sneakily. (/s/)

**Initial:** Ask the students to listen for the /s/ at the beginning of the word. If they hear /s/ at the beginning they give a thumbs up. If they don't hear /s/ they give a thumbs down.

- sat (yes)
- dog (no)
- set (yes)
- run (no)
- sun (yes)

I will say a word. Repeat the word. If you hear the /s/ sound at the beginning, give a thumbs up. If you don't hear the /s/ sound, give a thumbs down.

**Extend:** Students come up with their own word that begins with /s/.

## Adding, Deleting, Substituting

2 mins



**Adding:** Say a word and students repeat. Tell students to add \_\_\_ at the end of the word, and ask them what the new word is.

Ex. **Teacher:** race » **Student:** race » **Teacher:** Add 'car' » **Student:** racecar

- sand - Add 'box' - sandbox
- sauce - Add 'pan' - saucepan
- scare - Add 'crow' - scarecrow
- snap - Add 'shot' - snapshot

I will say a word. Repeat the word. Then I will say another word. Add the two words together and say the new word without any pauses in the middle.



1 min

## Closing

**See** - Show flashcard, "This is Sam the snake. Say hi to Sam." Children (and Joe) wave.

**Sound** - **We just practiced saying words with the /s/ sound.** Run your finger (or Joe's hand) over the letter on flashcard and model sound. Students finger trace in air or on arm.

- "Sam the snake has the /s/ sound" (continuous /sss/). "Can you say /s/?"  
Children join in and repeat sound. "/sss/"

**Name** - "The letter name for Sam the snake is... 's', can you say this?" Point to the letter as the child says the name.

**Action** - "Sam the snake likes to slither and slide." Show children the action (or use Joe to show) while saying the sound; **(hands together and wriggle upwards like a snake from chest up to face and over your head)** children repeat. "When we see Sam, we say hello by doing this action." Repeat action and sound together.

(Omit closing if PPA lesson is followed by the Phonics Shed Ch. 2 explicit phonics lessons and/or intervention lessons.)