

# Phonics Shed

## Phonological and Phonemic Awareness

### Pre-K - Lesson 2 /a/ Anna the Ant



10-15 mins

#### Resources (Optional)

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

### 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.

- Ann ate apples. (3)
- Agnes ran. (2)
- The cat naps. (3)

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

**Extend:** Students try to identify words that begin with the /a/ 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

- cat - fish; catfish (2)
- nap - kin; napkin (2)
- cac - tus; cactus (2)
- bas - ket; basket (2)

I will say two words and you repeat them with a pause in between, then repeat the words again without a pause, as one 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)*

- We need the lamp for camp. (camp, lamp)
- Put your hat on the mat. (hat, mat)
- We can run in the sun. (run, sun)
- The ants are on your pants! (ants, pants)

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.

## 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.

- Anna ant asks advice after an apple accident. (/a/)

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

- ant (yes)
- soup (no)
- astronaut (yes)
- ambulance (yes)
- after (yes)

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

## 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

- pan - Add 'cake' - pancake
- camp - Add 'ground' - campground
- note - Add 'pad' - notepad
- back - Add 'bone' - backbone

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.

**Extend:** Students try to identify where they hear the /a/ sound in a word.



1 min

## Closing

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

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

- "Anna the ant has the /a/ sound" (short vowel, continuous /aaa/). "Can you say /a/?" Children join in and repeat the sound. "/aaa/"

**Name** - "The letter name for Anna the ant is... 'a', can you say this?" Point to the letter as the child says the name.

**Action** - "When Anna is aggravated, she shakes her head 'no'." Show children the action (or use Joe to show) while saying the sound; (**shake one finger and your head**) children repeat. 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.)