

Phonics Shed

Phonological and Phonemic Awareness

Kindergarten - Lesson 1

/s/ Sam the Snake



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.

- Steven slurps seven tasty milkshakes. (5)
- Sam likes to slide. (4)
- Dennis wants to go roller skating. (6)

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.

Segmenting & Blending Words

2 mins



Blending - Compound Words: Say the words with a pause in between. Students repeat the words and also pause in between, and then say the whole word.

Ex. Teacher: mail - box » **Student:** mail - box, mailbox

- sail - boat; sailboat
- salt - water; saltwater
- sand - bar; sandbar

I will say two words. Repeat them with a pause in between, then repeat the words again without a pause, as one word.

Segmenting: Say a compound word and have students repeat the word and then segment into two words.

Ex. Teacher: mailbox » **Student:** mailbox, mail - box

- sidewalk; side - walk
- sawdust; saw - dust
- seafood; sea - food

I will say a word. Repeat the word, then say the two words that make up that word.

Extend: Students try to identify where they hear the /s/ sound in each word.

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.

Segmenting: Say a word and ask students to repeat the word. Have students choose 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. Student says the syllables of the word and tells how many syllables it has.

Ex. Teacher: yogurt » **Student:** yogurt, (hum or say with flat hand under chin) yo-gurt, yo-gurt

- swallow; swa - llow (2)
- selfish; sel - fish (2)
- special; speci - al (2)

I will say a word. Repeat the word and count how many hums or chins drops are in the word. Say the words parts with a pause in between each part, and tell me how many parts are in the word.

Extend: Students try to identify where they hear the /s/ sound in each word.

Rhyming

2 mins



Read a pair of words and students repeat words. If they rhyme, students will clap their hands and shake their heads yes. If the pair of words does not rhyme, students will stomp their feet and shake their heads no.

- moss, toss (yes)
- bus, car (no)
- this, miss (yes)
- Sam, snake (no)
- slide, ride (yes)
- sink, link (yes)

I will say two words, if they rhyme, clap and shake your head yes. If they don't rhyme, stomp and shake your head no.

Extend: Students try to identify words that have the /s/ sound and/or where the /s/ sound is.

Isolate Initial, Medial, & Final Sounds

3 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/)

Medial: Read the pair of words, segment the sounds while visually counting the sounds (on your fingers, arm, sound boxes, etc. **NOTE:** If you use fingers, and are facing the students, make sure to start the word from YOUR right to left, as that will be left to right of students.) “Do these words have the same sound in the middle (point to the middle position of what you were counting on)? What sound do you hear?” Repeat segmentation if needed.

Ex. Teacher: cat - rad, /k/-/a/-/t/, /r/-/a/-/d/ » **Student:** Yes, /a/

- sat - sad (yes, /a/)
- set - sit (no, /e/ & /i/)
- sun - sub (yes, /u/)

I will say two words and sound them out. Tell me yes or no if they have the same middle sound and what the middle sounds are.

Final: Read the following words and ask students to repeat the words and identify the last sound they heard. Use physical counting and segmentation as needed.

Ex. Teacher: hat » **Student:** hat, /t/

- us - /s/
- gas - /s/
- sip - /p/
- spit - /t/
- its - /s/
- sag - /g/

I will say a word. Repeat the word, and tell me the final sound in the word.

Extend: Students try to identify where they hear the /s/ sound in each word.

Adding, Deleting, Substituting; Compound Words

3 mins



Adding: Say a word and students repeat. Tell students to add the ____ 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.

Deleting: Say a word and students repeat. Tell students to leave off ____, and ask them what word is left.

Ex. Teacher: rainbow » **Student:** rainbow » **Teacher:** Leave off 'rain' » **Student:** bow

- scrapbook - Leave off 'book' - scrap
- screwdriver - Leave off 'driver' - screw
- seashell - Leave off 'shell' - sea
- slingshot - Leave off 'shot' - sling

I will say a word. Repeat the word. I will ask you to leave off a word part, then tell me the new word.

Substituting: Say a word and students repeat. Tell students to change ____ to ____, and ask them what the new word is.

Ex. Teacher: cupcake » **Student:** cupcake » **Teacher:** Change 'cup' to 'pan' » **Student:** pancake

- sunlight - Change 'light' to 'shine' - sunshine
- sunshine - Change 'shine' to 'set' - sunset
- sunset - Change 'sun' to 're' - reset

I will say a word. Repeat the word. I will ask you to change one of the word parts, then tell me the new word.

Extend: Students try to identify where they hear the /s/ sound in each word.



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.)