

Unit 3, Session 1

Phonics Lesson Plan Template

Instructions: Use this template to draft a phonics lesson plan.

Lesson Component	Planned Instruction	Time
1. State Goal and Purpose	Today we will study the short a sound. Students will be able to recognize and make the short a sound in a one syllable word.	<1 min
2. Practice Phonological Awareness	Phonemic Awareness Game: Mystery Bag. Using the prepared brown bag have students guess the four different objects in it that start with the /a/ sound, raising their hand to share their guesses. "After sharing, then I will show each item one at a time as the class sounds out words together.	3 min
3. Review Previous Lesson	Concept/Skill Reviewed: Vowel Review: "A, E, I, O, U, are all vowels each with their own sound. To practice the vowels we know we are going to play Vowel Dance Freeze. Review rules (Safe body movements, only practicing behind their chairs. Vowel Dance Freeze: Assign each vowel a movement: a=jump, e=wiggle, i=spin, o=shake, u=disco/dancing. Call out a vowel sound and have students make the movements. Word/Material List:	3 min
4. Introduce New Concept	I DO: "As I shared before, we are going to learn the short /a/ sound today." Show the letter card A. "This is the letter A. It makes the /a/ sound, like in apple (a). Can i have everyone say /a/?" Have students repeat the sound 3 times. Model a word: At the front of the room, "Let's sound out car, use your fingers to tap out each sound (demonstrate to class, using pointer finger to thumb to represent one sound, then middle to thumb, moving towards the pinky for each individual sound) /c/ /a/ /t/ ...cat! (b) Mini guided practice: Give students words to sound out together (c) practicing the sounds with finger tapping. Tie back to mystery bag game, "remember when we found hat, map, bat, rat? These all have the same /a/ sound! Then sound out each word. Words: (a) Apple (b) Cat (c) Val, bat, map, hat, rat	3–5 min

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5. Provide Guided Practice	WE DO: “We are going to practice sounding out words together.” Write below words on whiteboard. Point to each word, have students use their finger tapping technique to sound out each part and then blend it together. /r/ /a/ /t/...rat! Start with your leading and gradually let them lead as they get more confident. Words: Ran, sad, rat, map, cat, ham	5 min
6. Provide Extended Practice	YOU DO: Before beginning, separate students into 4 groups. Explain we are going to work in vowel centers, becoming vowel detectives to understand how /a/ sounds! After creating the groups put each group at an individual center. Plan to have each group stay at their center for the whole duration of 5 min, and if student focus and time permits feel free to switch groups. Center 1: Pocket Chart Word Building- Using the pocket chart allow students to place individual letters to create words to match the pictures. Explain that the vowels will be read. Center 2: Word Sort- Cards with short 'a' words mixed with short 'e' or 'i' words (cat, bed, sit, hat, pig, map) Students sort into columns by vowel sound, reading each word aloud as they place it Could be picture-based instead of word-based for lower readers Center 3: Using the horseshoe table, practice with students making words, using the provided letter tiles (t, a, s, d, etc). Use the supplied letter cards for easy movement. Center 4: Writing the letter a with different mediums. Allow students to select blank paper and write the letter a and words with the letter a with supplied crayons and pencils. Words: Rat, sat, mad, sad, yam, ram, Sam, tag, lag, man, cab, cat,	5 min
7. Practice Dictation	List Dictations: In front of the class say a word below and have students write it down after using their tapping strategy. - Individual sounds first. (Say /a/ they write /a/ - Then move on to full words: car, map, ran, hat, dad, mad. - If they are ready, as a bonus, bump up to to short dictated sentences “The cat sat” “Dad has a map” “The bat ran” “Ham in the pan” “A fat rat” Have them complete this on whiteboards, giving thumbs up when complete. (Check for their understanding noting students struggling).	8 min

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Lesson Component	Planned Instruction	Time
8. Connect to Word Meaning	Activity: "We are going to practice using our new sounds." Hold up the cat toy from the brown bag and ask "What is a cat? Can you use it in a sentence?" - Have students raise hands and give answers. - Review other words from the day. - For action words such as (ran, sad) have them act it out (within reason). - Ask students to use a word from the board in a sentence. If time allows, show 2-3 picture cards and have students point to which word matches to which picture. Words: Ran, sad, cat, hat, dad, jam, fan, can mad	5 min
9. Read Text	Books/Passages: Using the given decodable text, Val and the Rat (each student should receive their own copy) Have students highlight words with the /a/ sound. - Ask students to share their words with their desk partner and then read them together as a class. - After partner share read the text together as an echo. - With remaining time have students turn to their desk partners and share one part of the story they remember. (Walk around the room to look for reading comprehension).	8 min