

Lesson: One-on-one Intervention Phonemic Awareness

By: Claire Cook

Grade Level: 2nd Grade

Duration: 20 Minutes

Lesson Objectives:

I can determine if words rhyme or not.

I can break apart words into individual phonemes.

I can recognize and state sight words.

Common Core State Standards:

CCSS.ELA-LITERACY.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.2.3.F

Recognize and read grade-appropriate irregularly spelled words.

CCSS.ELA-LITERACY.RF.2.3.E

Identify words with inconsistent but common spelling-sound correspondences.

Materials:

- Heggerty Phonemic Awareness- Primary Version
- Dolch Pre-Primer Words

Rationale/Background:

Being familiar with common sight words that often don't follow the common phonics rules are important to becoming a reader, especially a fluent reader. Practicing these common words as well as phonic sounds can help build up a reader and support them with their overall phonemic awareness.

Opening (8 minutes): Heggerty (Week 11 page 31)

1. Rhyme Production: Teacher says the word. Students offer rhyming words. Can say "Give me 3" to remind students of the 3 word limit. *Can accept nonsense words*
sand, tab, chat, zap, van, dash
2. Onset Fluency: Teacher says the word. Students repeat the word and isolate the digraph sound.
chain /ch/

shook /sh/
 they /th/
 whale /wh/
 cheek /ch/
 thunder /th/
 what /wh/
 shapes /sh/
 chips /ch/
 whisk /wh/

3. Blending phonemes: Teacher says the individual phonemes. Students listen and then they say the whole word.

ch-ō-p	chop
wh-ī-t	white
*th-ī-s	this
th-ŭ-m	thumb
sh-ē-p	sheep
*th-ē-m	them
sh-ā-p	shape
ch-ī-m	chime
th-ī-k	thick
wh-ā-l	whale

4. Segmenting Phonemes: Teacher says the word. Students repeat the word and chop it into phonemes.

third	th-ir-d
shade	sh-ā-d
then	th-ē-n
cheese	ch-ē-z
when	wh-ē-n
these	th-ē-z
chest	ch-ē-s-t
wheat	wh-ē-t
thunder	th-ŭ-n-d-er
sheets	sh-ē-t-s

5. Adding Phonemes: Teacher says the word or word part. Students repeat the word. Teacher says, "Add /*/ at the beginning and the word is?"

Adding to the beginning:		
Word	Add	Response
-ed	/sh/	shed
-at	/th/*	that
-ī	/wh/	why
-air	/ch/	chair
-arp	/sh/	sharp
-ash	/d/	dash
-ale	/wh/	whale
-ess	/ch/	chess
-ower	/sh/	shower
-itch	/h/	hitch

6. Deleting Phonemes: Teacher says the word. Students repeat the word. Teacher says, "Without /*/ and what is left?"

Word	Without	Response
<u>f</u> ish	/f/	ish
<u>t</u> hink	/th/	ink
<u>ch</u> est	/ch/	est
<u>w</u> heat	/wh/	eat
<u>sh</u> ore	/sh/	or
<u>th</u> an	/th/*	an
<u>ch</u> ill	/ch/	ill
<u>wh</u> iff	/wh/	if
<u>m</u> outh	/m/	outh

Middle (10 minutes): Practice 10 Dolch Sight Words

- Present the flashcard with visuals and read the word aloud to the students as well as provide the auditory cues.
 - 1. that - that one
 - 2. eat - eat your vegetables
 - 3. good - good luck!
 - 4. black - black
 - 5. what - what did you say?
 - 6. they - they are friends
 - 7. came - out came the sun
 - 8. with - play with me
 - 9. she - she is a girl
 - 10. under - under the sea
- Go through the list a second time and have the student repeat the words after you state them or if they are confident have them state the word shown. Repetition is key!
- Third, have the child state the word and use it in a sentence.
- Review the auditory cues once more.

Closing (2 minutes):

Remind the student that practice makes perfect and that these words we will continue to review these sight words. Challenge the student to point out these words the rest of the day as they see them or work with them in school. Review and make note of any major phonics errors that arose during the lesson and remember these moving forward to add support.

Assessment:

- By progress monitoring the student at the end of the week on these sight words.
- Seeing gradual progress with heggerty after the repetition of the week