

Sample English Language Arts Learning Plan

Big Idea/Topic

Phonological Awareness

Standard(s) Alignment

ELAGSEKRF1b: Recognize that spoken words are represented in written language by specific sequences of letters.

ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELAGSEKRF3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.

Instructional Design

The following learning activities have been compiled from our partners at the [Rollins Center for Language and Literacy](#). To access their many additional free resources, sign in is required. These activities can be implemented face-to-face and synchronous. Considerations for offline/unplugged learning are provided at the end of the activities

Segmenting Words in Sentences:

- Read the sentence aloud to students.
- Have students repeat the sentence.
- Students repeat the sentence again, clapping hands together on each word.
- Students repeat the sentence a third time, counting the number of words on their fingers.
- To check understanding, ask how many words they counted in the sentence.
- Use the gradual release method:
 - **I Do:** Model what you want students to do.
 - **We Do:** Do it together so students can practice.
 - **You Do:** Ask students to complete the task on their own while the teacher checks for understanding.
- Suggested Practice Sentences:
 - I Do
 - The dog chewed his bone.
 - We Do
 - The baby took a bath.
 - She rode her bike.
 - You Do
 - I don't like broccoli.

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

August 2020 - Page 1 of 9



- The clown had a red nose.
- The boy was jumping.
- She loved to smell the flowers.
- The circus was fun.
- I saw monkeys at the zoo.
- We washed the car.
- He ate all of the ice cream.
- The cat caught the mouse with her paws.
- I wish I had a new bicycle.
- My favorite color is blue.
- I have a great teacher!

Compound Word Blending:

- Explain that a compound word is made by putting two different words together, for example, basketball is really two words together: basket • ball.
- Students listen carefully to the words in each pair.
- Students extend one hand as they say the first word and the other hand as they say the second word.
- Students clap as they say the two words together as a compound word.
- Use the gradual release method:
 - **I Do:** Model what you want students to do.
 - **We Do:** Do it together so students can practice.
 - **You Do:** Ask students to complete the task on their own while the teacher checks for understanding.
- Suggested Practice Words:
 - I Do
 - Fire • fly (Clap as you say firefly.)
 - We Do
 - Rail • road
 - Key • board
 - You Do
 - Sun • flower
 - Skate • board
 - Earth • quake
 - Air • port
 - Foot • prints
 - Grand • mother
 - Sub • way
 - Under • ground
 - Dish • washer
 - Week • end
 - After • noon
 - Tooth • paste



Syllable-Level Segmentation:

- Say the word aloud.
- Students repeat the word and clap out each syllable as they hear it.
- Students repeat word again, using fingers to count each syllable as they hear it.
- Check for understanding by asking students how many syllables they counted.
- Use the gradual release method:
 - **I Do:** Model what you want students to do.
 - **We Do:** Do it together so students can practice.
 - **You Do:** Ask students to complete the task on their own while the teacher checks for understanding.
- Suggested Practice Words:
 - Words with 2 syllables
 - I Do - Number
 - We Do – Jacket, Hammer
 - You Do – Table, Apple, Racecar
 - Words with 3 syllables
 - I Do - Hamburger
 - We Do – Coconut, Detective
 - You Do – Exercise, Holiday, Illustrate
 - Words with 4 syllables
 - I Do - America
 - We Do – Information, Community
 - You Do - Tel-e-vision, Invisible, Aquarium
 - Words with 5 syllables
 - I Do - Electricity
 - We Do – Imagination, Multiplication
 - You Do – Elementary, Communication, Hippopotamus

Syllable Deletion:

- Say the word aloud.
- Say the word without one of the syllables.
- Students say the syllable that remains.
- Plan to model several examples and provide support and scaffolding as needed.
- Use the gradual release method:
 - **I Do:** Model what you want students to do.
 - **We Do:** Do it together so students can practice.
 - **You Do:** Ask students to complete the task on their own while the teacher checks for understanding.
- Suggested Practice Words
 - Compound Words

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

August 2020 - Page 3 of 9



- I Do
 - Trash●can (Delete trash, say can)
 - Book●case (Delete book)
- We Do
 - Gold●fish (Delete fish)
 - Home●work (Delete home)
- You Do
 - Sail●boat (Delete boat)
 - Cow●boy (Delete cow)
 - Rain●bow (Delete bow)
 - Star●fish (Delete fish)
- Two Syllable Words
 - I Do
 - To●night (Delete /to/)
 - Per●son (Delete /son/)
 - We Do
 - Pump●kin (Delete /pump/)
 - Ti●ger (Delete /er/)
 - You Do
 - Par●ty (Delete /ty/)
 - La●dy (Delete /la/)
 - Fri●day (Delete /day/)
 - Mon●ster (Delete /mon/)

Onsite-Rime:

- Say each part of the word.
- Students spread their hands one at a time as they repeat the parts of the word.
- Students clap as they say the word parts together.
- Use the gradual release method:
 - **I Do:** Model what you want students to do.
 - **We Do:** Do it together so students can practice.
 - **You Do:** Ask students to complete the task on their own while the teacher checks for understanding.
- Suggested Practice Words
 - I Do
 - tr - ack (track)
 - We Do
 - cr - ash (crash)
 - r - ain (rain)
 - sp - ill (spill)
 - You Do
 - p - oke (poke)
 - cl - ick (click)

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

August 2020 - Page 4 of 9



- ch - eat (cheat)
- h - op (hop)
- f - ine (fine)
- ch - ore (chore)
- l - uck (luck)
- spr - ing (spring)
- cr - ate (crate)
- sl - ide (slide)
- tr - unk (trunk)

Phoneme Isolation:

Important Note - This activity involves identifying the initial, medial, and final phonemes (individual sounds) in a word. Working with students, use the word sound (not phoneme) and refer to first, middle, and last sounds. Students need to learn one skill at a time and the activity does not need to be completed in one sitting. Because they fall in the middle of the word, medial phonemes are usually the most difficult to identify, which is why they are typically practiced after mastering initial and final phonemes. However, students who struggle to hear final phonemes may benefit by practicing medial sounds first.

- Ask students to listen for a specific sound (first, middle, or last) within a word.
- Say the word.
- Allow students to say the sound aloud.
- Use the gradual release method:
 - **I Do:** Model what you want students to do.
 - **We Do:** Do it together so students can practice.
 - **You Do:** Ask students to complete the task on their own while the teacher checks for understanding.
- Suggested Practice Words
 - Initial Phoneme - "What is the first sound you hear in the word _____?"
 - I Do
 - Can
 - We Do
 - Hug
 - Fever
 - You Do
 - Teacher
 - Computer
 - Paintbrush
 - Waterfall
 - Final Phoneme - "What is the last sound you hear in the word _____?"
 - I Do
 - Curtain
 - We Do
 - Wash
 - Handle
 - We Do
 - Trick



- Shampoo
- Person
- Blanket
- Medial Phoneme - “What is the middle sound you hear in the word _____?”
 - I Do
 - Sheep
 - We Do
 - Cap
 - Duck
 - You Do
 - Mouse
 - Part
 - Lash
 - Bird

Phoneme Deletion:

Important Note - This advanced skill is especially challenging because students are using only auditory information with no written context. Students may need additional modeling and practice to master this skill.

- Teacher says the word and asks students to repeat it.
- Teacher asks students to say the word without a specific phoneme (sound).
- Example:
 - Teacher: “Say cash.”
 - Students: “Cash.”
 - Teacher: “Now say cash without the /k/ sound.”
 - Students: “Ash.”
- Use the gradual release method:
 - **I Do:** Model what you want students to do.
 - **We Do:** Do it together so students can practice.
 - **You Do:** Ask students to complete the task on their own while the teacher checks for understanding.
- Suggested Practice Words
 - I Do (“The word is _____. Without the ____ sound, it sounds like _____.”)
 - Past without /t/ (pas)
 - Hand without /h/ (and)
 - We Do (“Let’s all say _____. Now let’s say it without the ____ sound: _____.”)
 - Plain without /n/
 - Spite without /t/
 - Mist without /m/
 - You Do (Say _____. Now say ____ without the ____ sound.”)
 - Tend without /t/
 - Crash without /r/
 - Stop without /s/
 - Spill without /s/

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

August 2020 - Page 6 of 9



- Frame without /r/
- Play without /l/
- Trim without /r/

Phoneme Substitution:

Important Note - This is considered an advanced skill and is especially challenging because students are using only auditory information with no written context. Students may need additional modeling, practice, and scaffolding to master this skill.

- Teacher says the word and asks students to repeat it.
- Teacher asks students to say the word after replacing one phoneme (sound).
- Example:
 - Teacher: "Say track."
 - Students: "Track."
 - Teacher: "Now replace the /k/ sound with the /sh/ sound. What word do you get?"
 - Students: "Trash."
- Use the gradual release method:
 - **I Do:** Model what you want students to do.
 - **We Do:** Do it together so students can practice.
 - **You Do:** Ask students to complete the task on their own while the teacher checks for understanding.
- Suggested Practice Words
 - I Do - "The word is _____. I'm going to replace the ____ sound with _____. Now the word is _____."
 - Candy – replace /k/ with /h/ - Handy
 - Lunch – replace /l/ with /m/ - Munch
 - We Do – "Our word is _____. We're going to replace the ____ sound with _____. Now the word is _____."
 - Truck – replace /tr/ with /l/ - Luck
 - Slay – replace /ay/ with /ie/ - Sly
 - Frank – replace /f/ with /p/ - Prank
 - You Do - "Say _____. Now replace the ____ sound with _____. What is the new word?"
 - Brush – replace /b/ with /c/ - Crush
 - Slate – replace /s/ with /p/ - Plate
 - Plate – replace /t/ with /n/ - Plane
 - Shower – replace /sh/ with /p/ - Power

*** For videos of each learning activity listed above, visit [Cox Campus](#) . Sign up is required for these free resources***

Literacy Workstations:

Students can engage in independent or collaborative learning during this time. Students can participate in

- Independent/Partner Reading & Writing
- Guided Reading and/or Strategy Lessons

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

August 2020 - Page 7 of 9



- Sound Sorting – students can continue practicing the above learning activities independently

Considerations for Offline/Unplugged Learning:

For students who may be learning offline/unplugged at home, teachers can create learning packets to send home with select students. Students are provided printed materials and can work with a family member. Below are a sampling of the free resources available from the Rollins Center (shared with permission). For additional resources, [sign up for free](#).

- [Segmenting Words in Sentences](#)
- [Compound Word Blending](#)
- [Syllable-Level Segmentation](#)
- [Syllable Deletion](#)
- [Onsite-Rime](#)
- [Phoneme Isolation](#)
- [Phoneme Deletion](#)
- [Phoneme Substitution](#)
- “Just right” books or the following resource for selecting “just right” books at home: [Finding “Just Right” Books](#)
- Students can visit their local library for books
 - For more information on public libraries in your county, visit the [Georgia Public Library Directory](#)
- Tips for reading with children at home: [Reading Tips for Parents of Kindergarteners](#)

Evidence of Student Success

- Students should be able to:
 - Identify the number of words they hear in a sentence
 - Blend words to make a compound word
 - Identify the number of syllables in a word
 - Manipulate sounds
 - Blend sounds to make words
 - Identify sounds within words
- Emoji Faces - How are you feeling about the lesson today? Place your sticky note on the correct emoji. Unplugged students can draw emoji faces.
- Virtual Meeting - Thumbs Up or Thumbs Down for student understanding of the lesson
- Show and Share - students can share what they learned

Student Learning Supports

- The gradual release method: I Do, We Do, You Do
- Model several examples and provide support and scaffolding as needed.
- Allow students multiple opportunities to practice.
- For students who struggle to hear final phonemes, they may benefit by practicing medial sounds first.
- Challenge students to practice phoneme deletion.
- Challenge students to practice phoneme substitution.
- [Supporting Students with Disabilities Choice Boards](#)
- [Universal Design for Learning in Education](#)

Georgia Department of Education

THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

August 2020 - Page 8 of 9



Engaging Families

Below are some additional support materials and/or resources that can be used at home to support students.

- [Georgia Home Classroom](#)
- [ELA Distance Learning Guides](#)
- [Cox Campus](#)
- [Rollins Center for Language and Literacy](#)
- [Reading Tips for Parents of Kindergarteners](#)

