**Rationale**

Learning to read is a complex and complicated process. Developmentally as we grow we move from letter recognition to word recognition to stringing a series of words together to make sense of our world. The process begins before children enter school and continues throughout their lives.

 Phonological awareness, understanding that each letter represents a sound, is a foundational ability underlying the learning of reading and spelling-sound correspondences (Stanovich, 1993-94). Phonological awareness appears to be a necessary condition for learning to read and children who do not develop phonological awareness do not go on to learn how to read. Adams (1990) reviews the research that suggests that it is critical for children to be able to link phoneme awareness to the knowledge of letters.

Phonemic awareness is important because of its strong correlation to reading fluency. The research is clear; children who develop strong phonemic awareness skills at an early age are more likely to become fluent readers and better spellers than children who do not (Reading Resource, 2009). Kids need strong phonemic awareness skills to support literacy development! When teaching reading, we must include phonemic awareness. Research indicates that as phonological awareness is taught students who increased their awareness of phonemes facilitated their subsequent reading acquisition (Cunningham, 2005). Teachers need to be aware of instructional activities that can help their students become aware of phonemes before they receive formal reading instruction, and they need to realize that phonemic awareness will become more sophisticated as students' reading skills develop. After phonemes are learned students will continue learning about phonemic awareness by blending sounds together to make words and by making rhyming words.

 While teaching specific skills have shown to improve reading comprehension, one should consider the importance of understanding vocabulary, such as antonyms in comprehending text. When learning to read, children have a much more difficult time learning to read words that are not already a part of their oral vocabulary. Vocabulary is very important to reading comprehension. Simply put, children cannot understand what they are reading without knowing what most of the words mean. Vocabulary acquisition has been found to be a high predictor of reading comprehension (Reading Resource, 2009). Educational leaders in Ohio also believe understanding the use of antonyms are so important that it is included in the Language Arts standards.

This instructional plan offers lessons for teaching letter sound recognition, blending, rhyming words, and antonyms. These concepts are necessary for students to master in order to move on to other vocabulary benchmarks and the reading process and reading applications that are shown on the C-Map. Many of the activities in this unit are constructivist in nature, a key component to contextual learning (Chiarelott, 2006), though the lessons typically are a blend of behaviorist and constructivist strategies. Most of the activities involve direct instruction followed by hands-on or group learning. The pre and post assessments are done one on one with students.

 While this instructional plan is designed with 1st grade students in mind, the activities can easily be adapted to students in grades K-2. The activities also can be modified to meet the needs of students who are identified with learning disabilities.

**Subunit Outcomes**

**Phonemic Awareness, Word Recognition, Fluency**

• Know the difference between letters, words and sentences.

• Identify letter sound correspondence.

• Figure out what a word is by sounding out letters.

• Change the sound in a word to make a new or rhyming word.

**Acquisition of Vocabulary**

• Know what antonyms are.

**First Grade Reading Pretest**

***This assessment is done one on one with each student.***

1. **Letter Recognition**: Using letter card, student identifies upper case letters. If student doesn’t know letter, skip it and go on to next letter. Teacher records correct response by circling letter on answer sheet.

D F C B A P S Q T Z R E J G M U X H W I K N V O Y L

**2. Letter Recognition** Using letter card, student identifies lower case letters. If student doesn’t know letter, skip it and go on to next letter. Teacher records correct response by circling letter on answer sheet.

**d f c b a p s q t z r e j g m u x h w I k n v y o y l**

**3. Letter Sound Recognition** Using the lower case letter card, student identifies consonant sounds and short vowel sounds. If student gives long vowel sound or soft sound for g/c, teacher redirects. Teacher records correct response by circling letter on answer sheet.

**d f c b a p s q t z r e j g m u x h w I k n v o y l**

# 4. Rhyming Recognition Begin by explaining that two words rhyme when they sound the same at the end of the word. Give example: cat/hat. Give an example of one that doesn’t rhyme: bed/rug. Ask student to tell you “yes” if the words below rhyme, “no” if they don’t rhyme. Circle correct answers.

**lip / sip tell / sell boy / duck sick / desk can / van**

# 5. Rhyming Production. Remind student that words that rhyme sound the same at the end of the word. Give example: cat/mat. Ask them to think of another word that rhymes with cat. Ask them to make up some rhyming words to go with the words below. Nonsense words count. Write their responses on the lines.

**cat\_\_\_\_\_\_\_\_ run\_\_\_\_\_\_\_\_ fill\_\_\_\_\_\_\_\_ let \_\_\_\_\_\_\_\_ mop\_\_\_\_\_\_\_\_**

**6. Initial Sound Recognition** Teacher names all the pictures in each row. Student then points to the picture in that row that has the same beginning sound as the first picture in each row. Teacher circles correct answers. **Example: house/hat**

**bed/bird top/turtle sun/sock moon/monkey fish/fork**

# 7. Initial Sound Production Teacher names each picture. Student writes word for each picture. Response is correct if initial sound is represented correctly. (Child is shown 4 pictures for each letter choice.

**p s b d m**

**Lesson Plan 1**

Grade Level - 1

**Sub Unit Objectives:** The purpose of this lesson is to reinforce certain consonant sounds (A, G, H, L, N, R, W, J, S, T, Z, B, and E) and letter recognition.

**Instructional Objectives**:
1. Children should be able to recognize the sounds of the letters A, G, H, L, N, R, W, J, S, T, Z, and B and E at the beginning of words.
2. Children should be able to name words that start with those letters.
3. Children should be able to use one of these words effectively in a sentence.
4. Children should be able to write these sentences correctly.

**Materials:** The materials we will be using include one visual board, 24 small note cards

**Procedure:**

1. The teacher will write the consonant sounds (A, G, H, L, N, R, W, J, S, T, Z, B, and E) on the board (2min.).

2. Children will name the letters on the board and describe the sounds that they make (5min.).

3. Children will brainstorm words that begin with each letter on the board (10min.).

4. Children will take turns writing the words on note cards beneath the appropriate letter (10min.).

5. Pass out a paper to each student (2min.).

**Evaluation:** Children will make up and write a word for each letter on their own (15min.).

**Lesson Plan 2**

Grade Level - 1

**Sub Unit Objectives:** The purpose of this lesson is to reinforce certain consonant sounds (C, D, F, I, K, M, O, P, Q, U, V, W, X) and letter recognition.

**Instructional Objectives**:
1. Children should be able to recognize the sounds of the letters C, D, F, I, K, M, O, P, Q, U, V, W and X at the beginning of words.
2. Children should be able to name words that start with those letters.
3. Children should be able to use one of these words effectively in a sentence.
4. Children should be able to write these sentences correctly.

**Materials:** The materials we will be using include one visual board, 24 small note cards

**Procedure:**

1. The teacher will write the consonant sounds (C, D, F, I, K, M, O, P, Q, U, V, W, X) on the board (2min.).

2. Children will name the letters on the board and describe the sounds that they make (5min.).

3. Children will brainstorm words that begin with each letter on the board (10min.).

4. Children will take turns writing the words on note cards beneath the appropriate letter (10min.).

5. Pass out a paper to each student (2min.).

**Evaluation:** Children will make up and write a word for each letter on their own (15min.).

**Lesson Plan 3**

**Grade Level: 1**

**Subunit Objectives:** Students will demonstrate letter sound recognition by blending sounds to make words.

**Instructional Objectives:**

* Students will learn to segment words into onset and rime.
* Students will learn to blend onset and rime into words.
* Students will indicate awareness of segmentation and blending sounds by responding with a physical movement.

**Materials:**

* [*Sing Your Way Through Phonics* Ready-to-Read! CD](http://www.actionfactor.com/pages/phonics-products.html#CB0), Tracks 7 and 8 (Listen to [Real Audio](http://www.actionfactor.com/realaudio/CD0a_GuessWhatIamHiding.ram) or [MP3](http://www.actionfactor.com/mp3/CD0a_GuessWhatIamHiding.mp3) sample)
* [*Sing Your Way Through Phonics* Ready-to-Read! Mini-Charts](http://www.actionfactor.com/pages/online-samples.html#Vol0Lyrics) (pp. 44-61)
* Optional: picture cards for practice in segmenting and blending onset and rime. Any pictures of single objects will work. Ex: **b-all ball**, **br-ush brush**, **t-able table**, **h-orse horse**, **fr-og frog**, **st-ar star**.

**Procedure:**























1. Say, “Let’s see if you can guess what I am hiding under my hand. I will say parts of the word and if you put these parts together, you will be able to guess what is under my hand.” Holding up the stack of cards, cover the top picture with your hand and pronounce the onset and rime separately. Ex: **c-at** If the students are able to blend the parts and come up with the word, show them the picture and repeat the process with the next card. Ex: **b-at**. If the students are not able to blend onset and rime, model the process for them. Ex: **c-at cat, b-at bat**. Repeat this practice with several cards until students begin to get proficient in blending parts into whole words (5min.).
2. Open the *Sing Your Way Through Phonics Ready to Read!* Mini-Charts. to pages 44. (Hide page 45 for the time being.) Cover the cat and say, “Each time I cover a picture with my hand, I’ll tell you the parts of the word. See if you can put the parts together to guess what I am hiding.” Cover the cat and say, “**C-at**” Repeat the process with the pictures on the subsequent Mini-Chart pages: p. 45 (**b-at**), p. 46 (**h-en**), p. 47 (**p-en**), p. 50 (**r-ing**), p. 51 (**k-ing**), p. 52 (**d-og**), p. 53 (**fr-og**) p. 54 (**th-umb**), and p. 55 (**dr-um**) (5min.).
3. Once students can blend onset and rime for all the pictures in the song, say,“Now let’s listen to a song that puts word pieces together to make whole words. I will cover up each picture and sing, *Guess What I Am Hiding*. See if you can sing the parts that tell what is under my hand.” Play track 7 and 8 of *Sing You Way Through Phonics Ready to Read* CD. Cover each picture during the phrase, “Guess what I am hiding” and “Hiding right beside it.” Then uncover the picture and point to the left, to the right, and under the picture as you sing onset, rime, and whole word (10min.)
4. Turn to Mini-Chart page 48-49. Say, “These pages tell what we did to guess the pictures. We call this sound-and-blend. We say the first sound, next we add the rest of the word, and finally we put the two parts together into a whole word.” Say, “Let’s see if you can sound and blend the words on these pages.” Cover the picture of eyes and read, “To sound and blend, we **s-ee**...” (Students should say, “**see**.”) “You must listen very carefully.” “Start with the first sound you **h-ear**...” (Students should say, “**hear**.”) “Then add and blend what follows so your words are clear.” (5min.)
5. Say, “Now let’s add some hand movements. When we sing ‘**s-ee see**’ curl your hand around your left eye, then curl your hand around your right eye, then curl your hand around both eyes.” Demonstrate this by making a “telescope” of your hands and curling around each eye successively, then around both eyes. Say, “When we sing ‘**h-ear hear**’ place your had behind your left ear, then place your hand behind your right ear, then place your hands behind both ears.” Demonstrate this by placing each hand with open palm behind the ears, as if trying to amplify the sound. Practice saying the words on Mini-Charts pages with all the hand movements led by the teacher and then with all the hand movements without the teacher leading (5min.).
6. Say, “Now, let’s try singing the song again with the CD. Every time we get to the part about seeing and hearing, let’s see if you can do the hand movements for your eyes and ears the way we just practiced it.” Play CD Track 7 again, covering each picture during the phrase, “Guess what I am hiding” and “Hiding right beside it...”(10min.)
7. Turn to Mini-Chart p. 44-45 and say, “Can anyone say the two parts of the word **cat**?” (**c-at**) Continue, “Can anyone say the two parts of the word bat?” (**b-at**) Repeat this process with all of the subsequent pages up to Mini-Chart page 61. (10min.).
8. Say, “Now, let’s practice this song again, and we’ll give some of you a chance to cover and uncover the pictures.” Choose two students to stand to the left and right sides of the Mini-Charts. Each student covers the picture on his/her side of the charts. Each student uncovers the picture after the phrase, “Guess what I am hiding” or “Hiding right beside it” is sung. Play CD Track 7 again and assist the picture coverers, if necessary, by guiding their hands and reminding them to turn pages as the song continues (10min.)
9. Pick a picture at random from the Mini-Charts for the song. Say,“Who can tell me what picture I’m looking at. I’m just going to say the parts of the word. You will have to put the word together to know which picture I’m looking at.” (3min.)
10. The student who names the picture correctly may come up and choose another picture to quiz the group. S/he must say the onset and rime of the word. Then the others have a chance to guess the picture and become the new leader.
11. Repeat Step 10 until all the pictures in the song have been named (10min.)

**Evaluation:**

1. Students sing all the words to the song on Mini-Charts pp. 45-61 without assistance, or
2. Students indicate ability to blend onset and rime by making appropriate movements on the words in the song, without assistance (10min-15min.).

**Lesson Plan 4**

**Grade Level: 1**

**Subunit Objectives**
Students will identify words that rhyme, or have the same ending sound.

**Instructional Objectives**
Students will learn how to identify, say and write rhyming words.

**Materials**
• A rhyming picture book. Some great book suggestions:
     *Brown Bear, Brown Bear, What do you See?* (by Bill Martin Jr.)
     *Chicka Chicka Boom Boom* (by Bill Martin Jr.)
     *The Three Bears Rhyme Book* (by Jane Yolen)
     *Those Can-Do Pigs* (by David M. McPhail)

• Rhyming Picture Cards• Pocket chart and index cards
• Plastic baggies
• Crayons, pencils and scissors

 **Procedure:**
1. Ask students what rhyming words are (words that have the same ending sounds). Tell students to touch their nose when they hear words that rhyme.

Words: (cat, hat) (see, be) (mix, cap) (do, at) (hip, dip)
Assess students’ understanding of rhyming (5Min.).

2. Do a read aloud with a rhyming picture book. Start with a picture walk and have students predict the story’s main characters, setting and events. Have students read the title, author’s name and illustrator’s name (5 min.).

3. Now read the story and encourage students to say the predictable/repetitive phrases with you. The teacher should pause at the end of a rhyming stanza to see if students can predict which rhyming word comes next (5 min.).

4. Tell the students that we will read the book once more. Remind students that this picture book has rhyming words in it. Students will be the rhyme detectives and must touch their nose when they hear two or more words that rhyme.

 When students touch their nose, stop reading and ask students to identify the words that rhyme. Write each of these words on index cards and place them in the pocket chart (10 min.).

5. When you are finished reading the story, you should have plenty of rhyming word cards in the chart. Pull out all of the cards, mix them up and place them back in the chart. Call up students to find the rhyming words and then have them stand in front of the classroom holding their pair of cards ( 5 min.).

6. When all of the pairs have been found, have each student at the front of the class read their pair of rhyming words with the rest of the class (3 min.).

7. Tell students that they will now have a chance to make and play their own rhyming game. Pass out the [rhyme cards](http://www.instructorweb.com/lesson/rhymetime.asp#LESSON_PRINTABLES) and ask students to color, trace and cut out the cards. Pass out baggies for students to store their cards in (10-20 min.).

Ways to play the game:
• Students can play in pairs or independently during centers, mixing up the cards and finding rhyming pairs.

• Students can also write down their rhyming pairs on the Record a Rhyme worksheet to turn in (great evidence of learning).

• Students can play the game like Memory, turning over and mixing up the cards.

• Students can take the cards home to practice rhyming on their own.

**Evaluation**
• Post rhyming words all over the classroom and give students magnifying glasses, clipboards and the Record a rhyme worksheet. Students will do their best to find words that rhyme on word walls, in books, on posters, etc. They can then record rhyming word pairs (10-15min.).

**Lesson Plan 5**

**Grade Level: 1**

**Subunit Objectives**
Students will identify antonyms.

**Instructional Objectives**
Students will learn how to identify and write antonyms.

**Materials**

White board

Opposite picture cards
Pencils

paper

 **Procedure:**
 1. Today we are going to be talking about antonyms. Ask: What is an antonym? (opposite)

2. Give examples and non examples of opposites by showing picture cards, for example in out, pretty beautiful. (5 min.)

3. Call on several students to give you a pair of opposites. Write the opposite pairs on the board. (10 min.)

4. Read pairs as a class. (2 min.)

5. Write two columns of words on board that are opposites, but mix the pairs up. Read the words with class. (2 min.)

6. Call on students to come up and match the opposites. (5 min.)

**Evaluation**
 Pass out a piece of paper to each student. Have them write 5 pairs of opposites on their own. (10-15min.).

Post Assessment

***This assessment is done one on one with each student.***

1. **Letter Recognition**: Using letter card, student identifies upper case letters. If student doesn’t know letter, skip it and go on to next letter. Teacher records correct response by circling letter on answer sheet.

D F C B A P S Q T Z R E J G M U X H W I K N V O Y L

**2. Letter Recognition** Using letter card, student identifies lower case letters. If student doesn’t know letter, skip it and go on to next letter. Teacher records correct response by circling letter on answer sheet.

**d f c b a p s q t z r e j g m u x h w I k n v y o y l**

**3. Letter Sound Recognition** Using the lower case letter card, student identifies consonant sounds and short vowel sounds. If student gives long vowel sound or soft sound for g/c, teacher redirects. Teacher records correct response by circling letter on answer sheet.

**d f c b a p s q t z r e j g m u x h w I k n v o y l**

 **4.** **Blending letters to read a word** Teacher if the student blends the sounds together correctly and reads the word correctly do not mark anything. If a student does not read the word correctly write down the word that is said.

cat met sit top sun

**5. Give a rhyming word for each word** Teacher says each word to the student and has the student write down the word that the student gives for the rhyming word.

Bat \_\_\_\_\_\_\_\_\_\_\_\_ tan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ kit\_\_\_\_\_\_\_\_\_\_\_\_\_ mop\_\_\_\_\_\_\_\_\_\_\_ king\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. Antonyms** Have students draw a line from the left column to the right column to match the antonyms. Read the words to the students.

up on

 in night

off clean

day down

dirty out

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