

Nichole Kuchar & Laura Negley

Professor Jones

RDG 433 Sec. 52

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### Demonstration Lesson

- I. *Names of Presenters:*** Nichole Kuchar and Laura Negley
- II. *Description:*** Synthetic phonics teaches sound-symbol relationships (rules) in words to facilitate word identification. The student is systematically instructed to say the letter sound in words and then blend the sounds together to decode the unknown word. The rapid transfer of decoding principles to new words is expected as the text includes many words that follow the rule.
- III. *Skills Addressed:*** The skill emphasized in this lesson is word analysis.
- IV. *Assessment Instruments/Procedures:*** If the student lacks understanding of concepts of print, letter knowledge, test 5 (phonics), running record, graded word list, reading passages (form A), phonemic awareness (initial sounds), and phonemic awareness (phonemic blending), then the student would demonstrate a need for this lesson.
- V. *Procedures:***
  1. The teacher selects phonic rules to be taught.
  2. The teacher selects texts and words to illustrate the rule.
  3. The teacher directly teaches the letter sounds.
    - *The letter s goes “s-s-s”*
    - *The letter t goes “t-t-t”*
    - *The letter n goes “n-n-n”*
    - *The letter m goes “m-m-m”*

In short words that have a consonant at the beginning and the end and an “a” in the middle, the letter “a” says “a-a-a”.

4. The student blends the sounds together to form words.
  - *S-a-m says “Sam”*

- *S-a-t says "Sat"*
5. The student reads the words in a text that uses the sound-symbol relationships that the teacher has introduced.
    - *Sam is on the mat.*
    - *The man is on the mat.*
    - *Sam sat on the man on the mat.*
  6. The teacher facilitates the transfer of new rules. In the example, she teaches the sounds for d, h, and c. Then she asks the student to read;
    - *The man has a hat. The hat is in the sand.*
    - *Sam is a cat. Sam ran in the sand.*
    - *Sam ran to the man.*
    - *Sam sat on his hat.*
    - *The man is mad at Sam. Sam ran.*

**VI. Procedure for Evaluation:** To evaluate the students on this lesson, we would have the students read orally a running record with emphasis on the sounds that were taught like s, t, n, m, a, d, h, and c.

**VII. Technology:** If technology was not usable or available with this lesson, instead of using a PowerPoint, the teacher could use a poster board with the information and text on it and alphabet letter cards to teach the letter sounds.