Explicit Instruction for Phonological Awareness Intervention

Skill: Spoken Word – Sentence Segmentation, single syllable words only

Instructional Day:

Materials: Small paper plates

Section	Instructional Routine	Time
Set Purpose	Today we are going to learnto count words in a sentence. The reason we are learning this is to help us learn how to read. Good readers know a lot about words!	2 min.
State Objective	At the end of this lesson you will be able tocount the words in a sentence using these paper plates to help you.	1 min.
Connect to and Review Previous Learning	Yesterday, you [Every day we] practice counting. Let's count to ten, ready? 1, 2, 3 Now let's use our fingers to show the numbers as we count out loud, ready? 1, 2, 3	1 min.
Teach New Concept/ Skill (I Do)	Watch me and listen to me Watch me. I'm going to push one paper plate forward for every word in my sentence. I'm going to use the sentence "I can talk." Watch me. "I" (push one plate forward) "can" (push the second plate forward) "talk" (push the third plate forward). I pushed one plate for every word in my sentence. Watch again. Repeat the model with additional sentences. "I can run." "I like milk." "He has blue eyes." "I have a dog." "I have a white cat."	3 min.
Guide Practice (We Do)	Now, let's try this together. Give each student (or pair of students) small paper plates and instruct them to put the plates in a line. Let's Practice: "I can jump." "I ride the bus." "I go to school." "She is my friend."	3 min.
Assess Student Application (You Do)	Now, let's see you try this on your own. "Your shirt is red." "He is a boy." "She is a girl."	3 min.
Independent Practice	I want to give you a chance now to show that you can do this independently. "You are at school." "School is fun." "I like math."	2 min.
Return to Purpose	We learned this because to be a good reader we need to know a lot about words. Tell your partner what you learned and practiced today.	2 min.