



CoP Head Start:
Teacher Alumni Series (5)

'My fair learner' –
English activation through
phonemic awareness

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Background

Target students: KS1

Module: Me, my family and friends

Unit: My favourite things

Task: That is all you need

Language focus: Pronunciation

Students' background:

This is a class of young learners who have been learning phonics for more than half a year. They are fairly accurate in recognising, recalling and identifying individual sounds (both consonant letters and short vowels) in isolation. They are capable of blending certain words. However, there are learners who struggle to transfer their phonemic knowledge to the mastery of new words.



Previous knowledge

- Students have learnt the sounds of consonant letters and short vowels individually.
- Students are able to perform blending.
- Students feel comfortable to converse in English during class.

Learning objectives (outcomes)



By the end of the lesson, students should be able to –

- *recognise and pronounce* the target word family
- *pronounce* unfamiliar words containing the target word family
- *manipulate* beginning and ending consonants to produce other words within the same target word family
- *apply* the use of ‘-s’ as an inflection to indicate plurality.





Let us get started!





1 car



2 cars

3 cart



4 carts

5 part



6 parts

7 park



8 parks

9 tart



10 tarts





11 card



16 spark



12 cards

17 sparks

13 mart



18 scar

14 marts

19 scars

15 smart

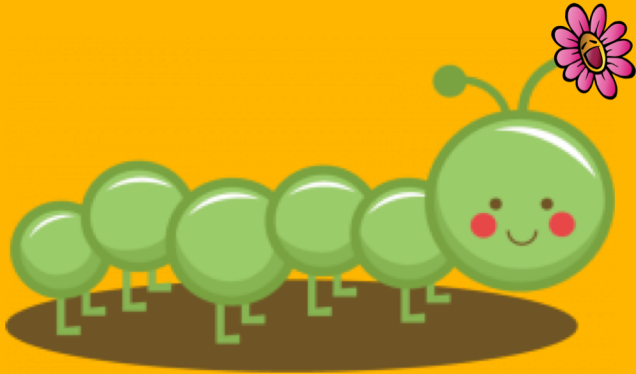
20 start





Let us meet Jen and Carl!

And now time for a story:
That is all you need...





Instructions:

- Your group has pictures for some of the underlined words but you need more.
- Each group will take turns to ask the class for more pictures.
- Read the words aloud when it is your turn.
- Use the ‘word caterpillar’ to help you sound out the underlined words.





That is all you need... (Part 1)



Jen and Carl are good friends. They play together. Last week, Jen hurt her head. Now Carl is going to see her but her home is very far. So Carl goes by Daddy's car.



KS1 English – Group 2

That is all you need... (Part 2)



Now Carl is looking for a card .

He goes into a mart and takes a cart .

There are many cards but... Oh, no!

They are all for boys. What should he do? Ah!

That is all you need... (Part 3)



You know, Carl is very smart!

He is getting some lemon tarts from the mart.

Jen loves lemon tarts.

Again, Daddy starts his car.





That is all you need... (Part 4)



Daddy and Carl are passing by a park.

It is autumn time. There are fallen flowers on the grass.

He picks up a flower and puts it in a jar.

It is getting dark and Carl can see a sky of stars.





That is all you need... (Part 5)



Knock, knock! Jen is opening the door. ‘How are you feeling today? I have lemon tarts for you!’ Carl said. ‘Yummy! Thank you for coming! I am feeling much better,’ Jen said, ‘but there is this scar.’ Then Carl takes out his jar. He takes the flower out and puts it in Jen’s hair. ‘It is alright. That is all you need. Now you look like a star!’



Teachers' notes

Instructions for constructing and using the 'word caterpillar'

				m		c	a	r	t		d		k		s
--	--	--	--	---	--	---	---	---	---	--	---	--	---	--	---

1. Fold a long strip of paper into equal parts. In the demonstration, each paper strip is folded into eight parts, with two connecting strips to create the 'word caterpillar'. To facilitate class instructions, number each of the folded parts, and make your 'word caterpillar' prior to the lesson.
2. Put the target sound group in the middle boxes. This would allow you to add consonants to both ends to form words.
3. The boxes closest to the sound group – both before and after – can be used. Use every other box so that the words can be folded. You may also devise your own way of folding to ease understanding and execution with your learners.

Teachers' notes

Instructions for constructing and using the 'word caterpillar'

				m		c	a	r	t		d		k		s
--	--	--	--	---	--	---	---	---	---	--	---	--	---	--	---

4. Teachers should attend to the way the words are structured in the 'word caterpillar'. Word combinations that can be further expanded should be put farther away from the middle sound group. For instance, the 's' indicating plurality is purposefully put at the very end of the strip so that it can be applied to all of the words formed.
5. Learners may work individually or in groups in the form of a guided activity. Teachers are encouraged to make room for learners to explore the target sounds and words.

To adopt
or adapt?



Discussion:

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1. How might teachers **vary** this phonemic activity to address the needs of
 - (a) **proficient** learners?
 - (b) **progressing** learners?
 - (c) **emergent** learners?

2. From ‘**phonology and behaviourism**’ (1940s–1950s) to ‘**phonology and the monitor**’ (1960s–1970s) and to ‘**communication and contextualisation**’ (1980s and beyond), what other activities might be in place for enhancing **phonemic awareness** among young English learners in Hong Kong?

