

Unpacking the Lessons

Design of the Lesson Plan

Each lesson follows a consistent design in terms of both its instructional and physical design. On the pages that follow, we have included a sample lesson accompanied by a key that describes each lesson component. But first, here are some general notes about the lesson design and optimal instruction:

Lesson Design

- Lessons follow a three-part design with each part (Introducing, Applying, and Consolidating) taking approximately 10 minutes, for a total of 30 minutes per lesson.
- The lessons and the order of activities within the lesson are sequential. It is important to follow the lesson design, although it may be tempting to edit some of the sections. In the case of phonics, the repetition of the design, and the scripts contained within it, support students' learning.
- The lessons are multimodal in nature—students see, hear, and manipulate materials as they learn.
- Each lesson addresses content at three levels: sound, word, and connected text.

Tips for Optimal Instruction

- Be explicit in what you expect your students to do during the various activities. We provide explicit instruction on how to carry out each lesson, and giving this same type of instruction to students can support their learning—they have a clear understanding of what is expected of them.
- Give students multiple opportunities to practise and engage in all of the lesson components, from the Getting Started review through consolidation.
- While our goal is to have students use their phonics skills to read words, encourage them where possible to write words to demonstrate their knowledge of letter-sound correspondences. Reading and writing go hand in hand, and we have evidence that they each support the other's development (e.g., Georgiou et al., 2020). For example, if your students have whiteboards, they can spell a word instead of (or in addition to) using their letter squares to sound it out.

LESSON 28

SLP VIDEO



Final Consonant s (/z/)

A Target Words: digs, wigs, pins, pans, fans, cans
Challenge Words: rags, rods, fangs, frogs

B MATERIALS

- LMs 28.1a–28.3b
- a text with decodable words in which s makes the /z/ sound, such as *The Fox and the Ducks* from *Bug Club Phonics*

C Getting Started: Review with students what they learned in Lesson 27. Invite them to name the letter combination *ng*, say the /ŋ/ sound, and read the lesson’s target words.

Introducing Final Consonant s (/z/)

D The SLP Corner: /z/
Raise tongue to almost touch bumpy ridge behind top front teeth. Sides of tongue touch upper teeth. | Be sure to keep tongue close to ridge behind top front teeth. Turn voice on as air slowly moves over small groove in middle of tongue toward front teeth: /z/ pins.

E FYI
The final s is pronounced /z/ when a word ends with a voiced consonant (e.g., *b, d, g, l, m, n, ng, r, v*) or a vowel sound (as in *shoes* and *flees*).

F Modelling
Write or display the letter s. Say: *When the letter s is at the end of a word, it often makes the sound /z/.* Invite students to practise saying the sound with you. Then say: *We hear the /z/ sound at the end of the words digs and frogs.*

Display the target word cards (**LMs 28.1a–28.1b**) one at a time. Say each word aloud, emphasizing the /z/ sound. Invite students to say each word after you. Continue with any challenge words (LM 28.1b) you have chosen to include.

G Blending to Read



1. Provide each student with the Lesson 28 letter squares for the target words and any challenge words you have introduced (**LM 28.2**). Start with the target word *digs*. Ask students to find the letter squares with *d, i, g,* and *s*.
2. Invite students to use their letter squares to make the word *digs*. Then, write or display *digs* to confirm the correct spelling.
3. Model blending the sounds /d/, /i/, /g/, and /z/ to say *digs*. Begin with your finger under the *d* as you say the sound /d/. Glide your finger to the *i* as you say the sound /i/, then to the *g* as you say the sound /g/, and then to the *s* as you say the sound /z/. Repeat several times, inviting students to read the word with you.

Use the same procedure to blend the remaining target words, in the order shown in the target words list, and then continue with any challenge words you have introduced.

A Target and Challenge Words

Each lesson contains target and challenge words, unique to the lesson, that exemplify the lesson focus. Typically, there is a maximum of six target words and four challenge words. The words are also provided on line masters, allowing you to display words digitally, one at a time.

B Materials List

In this list you will see the line masters needed for the lesson and any additional materials required. In most lessons, a suggested decodable book (that is part of the *Bug Club Phonics* collection) is also listed. As much as possible, we have supplied materials you will need for each lesson. In a number of instances, you may substitute student notebooks or whiteboards for the line masters supplied. We encourage this substitution wherever and whenever possible.

C Getting Started

We suggest that you do a quick review of the previous lesson by asking students to say the letter or letter combination and the corresponding sound, and then read the related target words, which can be displayed digitally or written on the board.

D The SLP Corner

This component of the lesson design comprises two parts: text within the lesson that describes the position of the mouth and tongue when making a particular sound, and a related short video that features a practising speech-language pathologist modelling how to make the sound. If you have a touch screen, you can zoom in on the videos to see mouth positions more clearly.

Each video is delivered in clear language that can be shared with your students, and includes closed-captioning for students who have hearing challenges. A QR code links directly to each video, and the videos are also included on the website (Lesson Resources card).

E FYI

This is an occasional feature that we use to highlight interesting facts and observations about the English language. In some lessons, we have substituted a Connections feature in place of the FYI box. The feature, included where appropriate, prompts you to encourage your students to make connections to prior learning—other sounds the lesson's letter or letter combination can make, and/or other letters or letter combinations that can also make the sound taught in the lesson.

F Modelling

This activity always introduces the lesson's target words and any challenge words you wish to include. Begin by writing the letter(s) for the sound on a board. We encourage you to use the script supplied (in red) each time you deliver this component. Target and challenge words can be displayed digitally, and students sound them out as a large group.

G Blending to Read

This section, like the modelling section, should be delivered as outlined in the lesson. The activity helps students to develop critical understandings of how sounds blend in a word. Included for every lesson is a line master that provides copies of the letters and letter combinations students will need to make target and challenge words, including additional copies of repeating letters.

Applying

H Sort the Sounds

Use this activity to provide students with practice in identifying the sounds /s/ and /z/ in words that end with s. (**Note:** *Instead of using line masters for this activity, you could read aloud the word on each word card and ask students to use hand signals, such as thumb up if s makes the /s/ sound, and thumb down if s makes the /z/ sound.*)

1. Provide each student with **LM 28.3a** and word cards cut out from **LM 28.3b**. Explain that students will place words that end with the /s/ sound in the "Final s says s" column on LM 28.3a. Words that end with the /z/ sound will be placed in the "Final s says z" column.
2. Focus students' attention on the word card with *dogs*. Ask: *What sound does the s say?* Invite students to say *dogs* with you. Ask: *Do we hear the /s/ sound or the /z/ sound at the end of dogs?* *Yes, we hear the /z/ sound at the end of dogs, so we put the word under "Final s says /z/."*
3. Students continue sorting the remaining words.

Final s says s	Final s says z
cats	dogs
lips	cubs
kicks	paws
locks	shoes
	sings
	smells

Differentiating Learning



Support: For Sort the Sounds, pronounce each word for students and ask them to repeat the word back several times, emphasizing the difference in the sounds.

Challenge: Ask students to suggest additional words that end with s. Write each word on scrap paper and ask students to sort the words according to the final sound, /s/ or /z/.

Consolidating

J Confirming Learning

Show students the letter s. Invite them to say the sound /z/. Display the lesson's target words (and any challenge words taught) and invite students to read them aloud.

K Reading Final Consonant s (/z/) Words in Text

 Use *The Fox and the Ducks* from *Bug Club Phonics*, or another text with decodable final letter s words. As you read the text aloud, pause in appropriate places to invite students to identify and read words in which final consonant s makes the /z/ sound. (See the description of Interactive Reading on page 26.)

L Unit Review

 Before teaching the next lesson, spend a Phonics session reviewing with students the sounds taught in Lessons 25 to 28. For more on unit review activities, see page 29 and the Assessments and Teacher Tools card on the website.

H Applying Activity

Each lesson has one Applying activity that is drawn from a bank of more than 20 word games and activities (e.g., Word Bingo, Roll and Read/Write, Search and Sort, Tic-tac-toe Words, Four in a Row, and Look Around the Room). Line masters, some with game boards, are supplied for each activity where required. Whenever and wherever possible, we encourage providing students with opportunities to practise and apply what they have learned in phonics across the broader literacy context.

I Differentiating Learning

Each Applying activity is accompanied by suggestions that will help scaffold the activity for students who need extra support, as well as suggestions to make the activity more challenging for those students who are ready to extend their learning. See the Assessments and Teacher Tools card on the website for general strategies that can be implemented across activities to scaffold or extend students' learning.

J Confirming Learning

This activity mimics the review activity done at the lesson's start with words from the previous lesson, but instead uses the target and any challenge words you have chosen to include from the present lesson. This review provides an ideal time to identify students who may need extra support or who are ready for more challenging activities.

K Reading Words in a Text

In most lessons, we suggest a title from the *Bug Club Phonics* collection that supports the focus of the lesson. Where we cannot suggest a *Bug Club Phonics* book, we provide decodable sample text for you. The text is typically a few sentences that you can read with the students. As another option, if you have access to a different series of decodable texts at your school or you have been using something else to teach that specific letter-sound correspondence (e.g., a poem), continue to use it. The key point in selecting a text for interactive reading is to choose one that provides multiple opportunities for students to identify and practise that particular letter-sound correspondence. For more on interactive reading, see pages 26–28.

L Unit Review

Every four lessons, we recommend that students complete a review that revisits the letters or letter combinations and the words that have been taught in the previous four lessons. The review is intended to provide additional practice, but it can also be used to extend learning for students who are ready to apply their skills to reading and writing challenge words. You can select one or more focuses for these reviews based on anecdotal observations you have made over the previous days. Note that there is a full lesson plan template that you can use for the unit reviews (Teacher Tool 14b), as well as suggested aligned activities on the website (Assessments and Teacher Tools card).