

**Integrating Phonological Awareness Into Early Childhood Curriculum With Evidence Based Lesson Plans**

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DISCLAIMER: This paper is not meant to replace or reduce the valuable and essential work of Speech and Language Pathologists, Applied Behavior Analysis (ABA) Therapists, and Early Intervention Educators. This resource is designed to empower parents and caregivers, who will learn how to empower their children better. This manual recognizes that every child is unique in their response and utilization of skills and activities suggested. This manual could be a door towards seeking additional support through a therapist or specialist.

**Integrating Phonological Awareness Into Early Childhood  
Curriculum With Evidence Based Lesson Plans**

by

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**Abstract**

Language and communication can arguably be two of the most important pieces in a child's development, and heavily contributes towards the ability to connect with those around them. This literature review covers the importance of a child's understanding related to phonological awareness, along with the addition of a curriculum that can be used by child development professionals to enhance a child's phonological awareness. This curriculum will include research-based lesson plans and will be infused with research-based activities which allow for teachers to teach and measure phonological awareness.

The intention of this project is to provide any individual who works with children, whether it be speech therapists, preschool teachers, or parents, with a research-based lesson plan manual that will allow for phonological awareness skills to emerge. Through the use of an easy to follow, consistent lesson plan format, individuals will hopefully feel comfortable with the implementation of these lessons. A review of the literature has shown that children thrive in future academics and language skills if they are equipped with a foundation of phonological awareness skills around preschool age, therefore lesson plans that are interactive, engaging, and backed up by research are necessary.

**Introduction**

Phonological awareness is one of the most important developmental skills that a child needs in order to possess certain crucial skills such as language development and literacy success. Phonological awareness is an individual's ability to access the sound structure of an oral language (Cassano, 2013). It is the understanding that spoken language can be divided into smaller units that can be identified and manipulated, such as words, syllables, and phonemes.

Phonological awareness contributes to skills of spoken language, but it is also an essential foundation towards future reading and spelling abilities (California, 2017).

*Skills included under the umbrella of phonological awareness:*

*(Goldstein, 2017, and Ehri, 2018)*

- Blending
- Segmenting
- Rhyming
- Phonological Memory
- Decoding

Recent trends have been showing that instruction covering phonological awareness skills have been declining in preschool-aged systems. This subject has been missing in preschool curriculums, leaving teachers unequipped to recognize warning signs of children who are delayed in phonological awareness, and lacking training to teach skills encompassing phonological awareness (Billow, 2018). This literature review includes resources for teachers, with research-supported lesson plans to implement in their classrooms that will be tested by others.

While incorporating these research-supported lesson plans into their classroom settings, teachers can observe if any students appear delayed in phonological awareness and send them to screening for treatment. Because most individuals with dyslexia show deficits in the phonological processing, early phonological awareness intervention can support children at risk for future reading disabilities (**California Dyslexia Guidelines**). Not only does phonological awareness impact speech and language development, but it can impact an individual's future academic skills, specifically those related to emergent reading and arithmetic (Matejko, 2023).

Therefore, it is important to catch children early who may be delayed and implement proper intervention as soon as possible.

Importantly, all children benefit from early phonological awareness intervention, not just those at risk for future reading disabilities, as it helps enhance emergent literacy skills such as reading readiness in all children (Cassano, 2013). Evidence proves a link between early childhood spoken language problems and writing difficulties among school-aged children and adolescents who lack foundational skills from a young age (California, 2017). The importance of early intervention is emphasized. Educators should intervene and prevent literacy delays by proactively teaching phonological awareness skills that will support future success. This method, targeting early intervention, is effective especially when students are supported to learn decoding, reading fluency, and reading comprehension. Additionally, while there are specific skills that are particularly important to target, educators should cover a wide range of phonological awareness skills, rather than just one, to ensure effective intervention. For example, decoding can be a great target area to teach, but other skills of phonological awareness should be targeted as well. For example, they can pair decoding skills with rhyming, syllable identification, and initial sound isolation (Matthew et al., 2024). This idea of early identification and intervention is critical in the field of speech and language pathology, as language development has a critical window. If input and processing are not developed at a specific time, lifelong consequences can occur (Duff et al., 2014). However, if caught in time, children can receive the interventions and help they need to prevent future difficulties.

Children who develop phonological awareness skills during their younger preschool years demonstrate a significantly enhanced readiness for future academic success and improved language proficiency. This literature review emphasizes the critical importance for educators to

develop, understand, and implement research-based lesson plans that are engaging and interactive to allow children to develop these foundational phonological awareness skills. By doing so, educators can create a more effective learning environment which is able to foster essential skills for an early age.

### **Phonological Awareness, Defined**

Phonological awareness is defined as the manipulation of phonemes, which allows for the recognition that words are composed of similar chunks and that changing these chunks changes their meaning. It includes the understanding of the smaller units of sound, and how they are able to contribute to the larger parts of spoken language. This includes the ability to manipulate and identify units, both small and large of oral language (Becker & Sylvan, 2017). For example, phonological awareness involves an ability to show understanding of individual sounds in words, such as rhyming, in which individuals are able to recognize that the first sound in a spoken word is different from another even though the rest of the sounds are the same (e.g. bear-hair), or the ability to recognize if two words begin with the same phoneme while the rest of the sounds are different (e.g., cup-call) (Terrell & Watson, 2018). Phonological awareness contributes to a knowledge of the alphabet, the twenty-six letters that are within it, and the sounds they represent. Once knowledge of the alphabet is formed, a child can integrate it into the knowledge that these letters and sounds can be blended into words, hence calculating into reading and speaking skills (Becker & Sylvan, 2017). Phonological awareness allows for the ability to manipulate specific units of language, such as a child being able to count the number of words that are present within a sentence or syllables in a word (Honig, 2008). Furthermore, there are an additional set of skills which individuals are able to perform if a sense of phonological awareness is present.

A major aspect related to phonological awareness is *phonological memory*. Phonological memory is an ability for an individual to recall and store sounds of speech into their short and long-term memory (Sharp, 2023). For example, phonological memory is a child's ability to repeat nonsense words, or a list of given syllables. *Blending* is a skill that occurs when phonemes are accurately combined to make a word sound (Sharp, 2023). In order to efficiently blend phoneme sounds together towards word segments, individuals must have the ability to understand the sequencing of words, and an ability to recognize differences between individual sounds (Zuniga & Moore, 2020). Blending is the process of building up a word by combining sounds, the opposite of segmenting. *Segmenting* is the ability to divide a word into different parts or sections, (i.e., different phonemes) (Goldstein, 2017). *Rhyming* is a skill which requires a strong sense of phonological awareness. Rhyming occurs when two words have the same ending sequence, but a different beginning sequence (Ehri, 2018). In order for children to recognise that two or more words must rhyme, a whole-word evaluation must be performed. *Decoding* is a vital skill towards a child's reading abilities (Goldstein, 2017). Decoding words allows children to translate printed words into outputted speech. In the case of reading, children would use decoding strategies by looking at the text in a book to verbalize those words out loud (Zuniga & Moore, 2021).

There are many short-term, as well as long-term advantages that a child is equipped with if they possess phonological awareness. Phonological awareness is one of the building blocks that children learn towards reading, which is a very complex skill to learn. The higher a child's skill in phonological awareness, the higher their reading success (Billow, 2018). If children receive necessary skills towards emergent literacy skills and other foundational skills around preschool age, they are less likely to develop reading difficulties in the future (Saksida et al.,



2016). There is a close correlation between the comprehension of text, vocabulary skills, fluency, phonemic awareness, and phonics with phonological awareness, and a set foundation in phonological awareness can build further success in these other areas of speech output (Becker & Sylvan, 2017). Success with activities of phonological awareness allows for a higher ability to process auditory information (Terrell & Watson, 2018).

Vice-versa, a child will experience many disadvantages and difficulties in many areas if they do not have phonological awareness. The skill of phonological awareness must be taught to children explicitly, and is not a skill that can be learned naturally. Without phonological awareness, children will not have the ability to isolate certain sounds, a few top indicators they will struggle with transition to reading. They will also have an inability to comprehend and connect what they are reading/hearing. Phonological awareness is the necessary foundation to build the skills for future efficient conventional reading and fluent decoding (Goldstein, 2017). These skills can be worked on and developed during the preschool age, and are able to prevent further consequences towards their future speech and language abilities. Foster and Miller conducted a study in which they were able to observe that students who had already fell behind their fellow peers in kindergarten in regards to early literacy tasks were still behind and struggling with similar skills, as well as text and reading comprehension in third grade (Goldstein, 2017).

There is a specific connection amongst children diagnosed with dyslexia and a challenge with sound-letter and letter-sound correspondence. Dyslexia is a type of learning disorder which impacts an individual's ability to carry out accurate and fluent word reading and spelling. It is a very common learning disorder which stems from a preschool language impairment (Duff et al. 2014). Statistically, “3-7%” of the population is diagnosed with developmental dyslexia (Saksida

et al., 2016). Many individuals who have been diagnosed with dyslexia often struggle with phonological awareness skills. However, When it comes to this specific diagnosis, there is very little knowledge about interventions, and how to apply them to a child experiencing dyslexia. Therefore, this manual aims to allow for educators to assess the students they are working with, and feel equipped to support any child showing signs of dyslexia or delayed language development. Early intervention allows for those with dyslexia or delayed language development to improve their skills before any challenges become more significant. Interventions given to children with dyslexia show both short-term letter knowledge and emergent reading skills, and also long-term benefits towards language and speech development (Duff et al., 2014).

### **Strategies for Teaching Phonological Awareness**

Ultimately, space should be left in the classroom to teach phonological awareness, an important skill that will impact many skills for the rest of a child's lifespan. Preschool teachers within the community were surveyed about the knowledge of phonological awareness, and it is evident that there needs to be more attention and research about it for teachers after their responses are demonstrated. This limited amount of knowledge has resulted in a variety of consequences, as it has led to minimal instruction in the classrooms about foundational skills that lead towards phonological awareness (Billow, 2018). Also, there are multiple different ways to teach and read words. Phonological awareness is the opposite of word sighting, a skill that is more commonly taught in preschools within the modern age, in which children can automatically recognize and read a word just by looking at it. Word-sighting is an approach which seems to be quicker and easier to implement within classrooms. But, when teaching sight words educators are skipping over the word-sound connection, in which children are able to connect different phonemes into a larger spoken word to read. This piece is an important aspect in regards to

children being able to become familiar with their sound-word knowledge. Therefore, the word sign approach will lead to consequences in the development of vital phonological awareness skills, which can lead to further complications in the future (Ehri, 2018).

There is a benefit to an overlap of literacy-rich environments (such as applying curriculum taught in the classroom setting to home), as children benefit from learning from multiple locations. Oral and written literary skills can be implemented at home, in preschools, child care settings, and in a therapeutic setting. Consistency and frequent exposure is key towards a child's learning. A literary home environment is key, and can even be as simple as the presence of easily accessible children's books, print materials, the presence of letters around in decor, and also the general attitude of parents regarding reading can play a role in shaping the child's emergent literacy skills. For example, children living in poverty have statistically shown the lowest levels of emergent literacy skills, most of which are due to limited accessibility to a reading-rich environment, such as no access to children's books and parental reading time (Terrell & Watson, 2018). Creative and easy to engage learning activities promote an overlap in emergency rich environments, as many activities are easily applicable to use in the home, or also child care educational settings.

The psychologist Lev Vygotsky studied the role of social and cultural factors, and how they contribute to a child's processing and development. Vygotsky and his findings have made a huge impact on the educational system, and have formed key ideas about specific beliefs and current practices (Terrell & Watson, 2018). His theories play a role towards the development of emergent and literacy skills, including how they are taught to children. One of Vygotsky's highest known theories is his idea of the Zone of Proximal Development (ZPD). The Zone of Proximal Development is the space between a child's development level and abilities between

their ability to complete a task independently, and the potential development that can occur with the help of scaffolding from others (Byrnes, 2008). Scaffolding, extra support given by caregivers or educators to push children towards the ability to learn new concepts, has shown to increase the rate of time that a child is able to pick up new skills within their Zone of Proximal Development (Terrell & Watson, 2018). When children first learn a task, they can make errors and often rely heavily on others for help. However, with scaffolding, children can reach a point where they are able to perform the skill on their own (Byrnes, 2008). The Zone of Proximal Development can be applied to a variety of tasks, including emergent literacy skills, and the space between the Zone of Proximal Development can vary depending on the task, the quality of the scaffolding given, and a child's current previous knowledge. This theory can be applied to phonological awareness skills, as children rely heavily on the scaffolding of caregivers and teachers at first. However, after time and lots of encouragement, children will hopefully be able to perform necessary phonological tasks on their own.

The ideal time to learn emergent literacy skills, as well as other foundational skills that will benefit towards reading progress, is during elementary and preschool (Becker & Sylvan, 2017). To be more specific, a majority of the research targets children three to five years old. In order to learn best, children should be met at their developmental level with developmentally appropriate practices. Children are active constructors in regards to making meaning of the world, so it is ideal when interactive activities promoted require for children to explore the world around them (Billow, 2018). Children who lack phonological skills, yet are caught early and receive interventions, are more likely to be able to avoid any long-term consequences in their speech and language development. The earlier any warning signs are caught the better! This project equips educators with a research-based lesson curriculum that will allow for them to

survey the children they are working with and understand any red flags that may point towards a child who may be falling behind in phonological awareness skills.

There is an even higher importance in teaching meaning-based early literacy skills to children who have intellectual or developmental disabilities, as a greater level of interaction and intentionality may be necessary (Honig, 2008). Preschool, the ideal time frame in which phonological awareness shall be introduced, is also a great time for teachers and educators to collaborate with other child development professionals that may be able to deliver further help if needed, such as Speech Language pathologists. This may be the case when an IEP (Individualized Education Program), or other necessary resources for children with exceptionalities need to be implemented.

A key component in the field of child & adolescent development, and arguably a principle that should be followed in general is the idea of early intervention. In the realm of Speech and Language Pathology, there are multiple intervention strategies that can be implemented to gain phonological awareness. The implementations of these interventions are very important if a child seems they are, or has been tested to lack phonological awareness, as they can assist the child in gaining many necessary skills. Children are also great learners from instructive feedback. Instructive feedback occurs when children are being told if their answers or thoughts are and why, allowing for them to be positively reinforced when producing a correct answer (Terrell & Watson, 2018). The idea of instructive feedback touches on the idea of intentional teaching, another key piece of effective lesson planning. Intentional teaching recognizes every child. In the classroom or therapist setting, each child deserves the ability to be heard. Intentional teaching makes sure to leave no child out, and recognizes each child through

every instruction given. The basis of this manual rests on the ideas of intentional teaching, an approach which allows for each child to feel seen, heard, and loved.

### **Evidence-Based Interventions for Lesson Plans**

One proven method of teaching skills related to phonological awareness, in a manner that allows the lesson to be interactive and fun is through the use of mirrors. Mirrors allow for children to construct their own knowledge, by first-hand seeing and observing their own facial expressions and mouth movements firsthand. Mirrors also allow for a connection between tongue/facial movement and language output. Through looking at their appearance through a mirror, children are able to observe the movements by their lips, tongue, or mouth during the production of speech. Hence, why Speech & Language Pathologists use mirrors in their daily therapeutic practices. Mirrors allow the children to be motivated by mouth play in the mirrors as they are able to match articulatory placement to the child development professional that is modeling the lesson for them. Mirrors can also be used with mouth picture cards to help with letter-sound practices (Becker & Sylvan, 2017). Educators can supply children with their own hand-held mirrors to allow for such practice.

There are other various methods which can be implemented to teach very basic skills related to phonological awareness by integrating play-based activities within the daily routine. Children can be encouraged to retell and dramatize stories. For example, children can build their language skills by using photos as visual support to explain a setting of play. Pretend play is a very child-led, easily engaging manner to enhance any desired skill. Pretend play can vary from practicing teaching language as a dramatic play “teacher”, or be as simple as identifying animals that start with a “K” sound (Terrell & Watson, 2018). Sandbox writing is another fun activity that can be easily utilized in the daily routine. Children can be encouraged to experience freedom

outside in the sandbox or sand area in the playground during outside time, or even be encouraged to spend time navigating a sensory bin filled with sand at home or in the classroom setting.

Sandbox writing promotes phonological awareness as children become familiar with letters of the alphabet, or full words by practicing their printing in the sand (Terrell & Watson, 2018).

Through this fine motor activity, children learn the structure of each letter/word, and can also be encouraged to practice their letter or word sounds.

There is also a huge benefit that comes solely from reading time. Whether it be a child who has the ability to read independently, or shared book reading between a child and adult figure, reading time enhances phonological awareness skills in a child. Specifically as young children at a preschool age, shared book reading allows for young children to progress through preliterate developmental stages quickly (Terrell & Watson, 2018). Children's books are vocabulary rich, and also provide a fun storyline in which children are able to follow along and remain engaged. Peers are also able to scaffold each other's learning. Peer-assisted learning strategies occur when different children, with different expertises in areas, help each other to learn through interaction. Peer-assisted reading is when higher performance readers are paired to work with lower-performance readers (Matthew et al., 2024). Together, they help each other to learn. Not only build language development, but also comprehension and empathetic skills.

## **Conclusion**

In conclusion, a vital skill that impacts a child's language and future readiness towards many areas of development is phonological awareness. Because of its importance, educators and caregivers should prompt the skill and be on the lookout for warning signs that may display if a child is falling behind. Through implementing easy-to-use, simple lesson plans, issues addressing gaps relating to phonological awareness can be narrowed. These lesson plans provide structured

interventions which engage children in the recognizing and manipulation sounds of spoken language, while allowing for learning to be both effective and enjoyable. Furthermore, the lesson plans equip caregivers and child development professionals with resources which empower them to support children's learning both at home and in educational settings. By fostering a collaborative approach, child development professionals can ensure that children receive the necessary support towards developing a strong foundation of phonological awareness skills, which will ultimately set them up on a path to success towards their academic journey and beyond.

**Intervention: Lesson Plans**

Based on the research conducted, a series of lesson plans were put together using interventions and strategies that the research had recommended. These lesson plans were created with the intent of providing a valuable tool for preschool teachers to use. It equips these teachers with evidence based research practices which can be easily applied to their classroom setting. Furthermore, these lessons allow for teachers to determine which of their students are on track with reading and language progress, or recognize which students are in need of extra intervention.

Lesson plans are an easy to use, followable curriculum that can be applied to multiple settings. They are not limited to a classroom setting but can be used in private practice settings, therapeutic environments, and even in a home setting. Lesson plans benefit teachers by allowing for structure within the classroom. Children thrive off of structure because of its predictability and consistency. Through a structured routine, children know what is expected of them, while also knowing what is in the future (find research article). The lesson plans included within this project are backed up by research, and are a mixture of recommendations from over twenty



peer-reviewed literature articles. A summary of these peer-reviewed articles are the bulk of the paper's information from above. All of the information was compiled into these ten lessons which are formatted following the Madeline Hunter Mastery Lesson Plan format.

The Madeline Hunter Mastery Lesson plan format is a step-by-step, straightforward layout for professionals and can be conveniently applied to numerous topics. The lesson plans implemented within this research project follow the Madeline Hunter lesson plan format, which consists of seven main pieces- the objective, opening anticipatory set, motivator, input, a check for understanding, closure, and evaluation (Johnson, 2000). The Madeline Hunter lesson plan format is a research-based approach, with great levels of effectiveness in teaching children. Throughout the entirety of the lesson, the facilitator should consistently scan all students to make sure they are all participating, while also acknowledging every student and their thoughts, even any wrong answers or beliefs. The first piece, the objective, contains the TLW- which stands for “The Learner Will”- and represents the overall goal that the children will learn during the lesson. This TLW statement will be reinforced and repeated throughout the entirety of the lesson, and is what all activities are founded upon (Johnson, 2000). The second piece, the opening anticipatory set relates to prior knowledge that the children will already have, which allows them to set a familiar scene before learning new information as the lesson progresses. For example, if the lesson aims to teach about a beach cleanup, the opening anticipatory set can include a list of nearby beach names that children will already be familiar with. The third piece is the motivator. The motivator is a very important part of the lesson, as it will be the driving force throughout it. During this part of the lesson, the motivator object should be introduced to the children in an animism manner, making them feel like a real life friend! The motivator can be a friend, toy, or any object that will get children’s attention and make the lesson fun and easy to engage with. The

next and fourth piece is the input. The input section is the bulk of the lesson, which includes three main facts to teach (Johnson, 2000). The input should include hands-on activities which consistently reinforce the TLW of the lesson and any snippets of information that is being conveyed. The input can be reinforced through the use of visual engagement and kinesthetic exercises. The fifth piece is where the facilitator of the lesson will check for understanding. This can be done through an activity in which the children would need to apply what they have learned in the lesson. This activity leads into the sixth piece, the closure, in which the children will receive a prize or method of positive reinforcement if they have been successful in the lesson. It will also include the TLW statement being restated and include any other closing thoughts or activities that the facilitator wishes to include. The seventh and last piece is the evaluation, which can be done by the facilitator themselves, following the lesson conclusion. It includes a reflection of the lesson. The facilitator can ask themselves, “How did the lesson go?”, “What went well?”, and “What can I improve for next time?”. including the positives and negatives so that improvement can be made for the next one.

As stated before, the lesson plans in this project followed the Madeline Hunter Mastery lesson plan format. This lesson plan packet consists of ten lessons, paired into chunks of five topics each with two lessons- introduce and develop. The five topics which the lessons plan followed cover a skill encapsulated in phonological awareness, which are rhyming, alliteration, and transitory periods. The intention behind the introducing and developing lessons is that each skill can become built throughout the teaching of consistent lessons. The introductory lessons are designed to introduce a new topic or idea into the classroom, and cover the basics of that specific topic. Educators can approach this lesson with simplicity, and take the time to explain the details of the new topic they are introducing. To pair with the introductory lesson, educators can later

follow up with a development lesson covering the same topic. However, the development lesson will be more complicated, and require more skill. They are meant to take the idea which was introduced earlier, and further establish it. After hearing both the introduction and development lessons of a specific topic, educators should aim for their children to grasp the topic that has been implemented into the classroom through the curriculum.

Included in every lesson plan was the implementation of a consistent motivator- Phonological Frog. Phonological Frog is a puppet friend who aims to be a familiar friend that the children can recognize during the lesson plans. He is described as the “friend who helps us learn more about our words and language!” When he appears, children know that it is time to learn about their words and language! Phonological Frog is an approach whose goal is to be a way to engage the children with learning about phonological awareness, while also enabling them to have fun whilst doing so. Phonological Frog can be used by educators not only during their lesson plans, but also in every aspect of their classroom/practice, including but not limited to classroom management, transitional periods, etc... For example, at the end of the lesson plans the educator can provide children with a small frog figurine, or frog finger puppet, that the children are able to take home with them for further use of practicing their phonological awareness skills outside of their typical learning setting. He can even make an introduction to parents or caregivers after being used in an academic or therapeutic setting so that they can encourage their children to utilize him (refer to Appendix A).

The lesson plans included within this literature review were implemented at the Early Childhood Learning Center on the campus of Point Loma Nazarene University in San Diego, California. This Early Childhood Learning Center is a laboratory, play-based preschool for children ages 2-5 years old. This specific age is the targeted age range for these lesson plans, and

an age range which is eager to learn about phonological awareness! The lesson plan curriculum was taught during circle time at the Early Childhood Learning Center, a time built into the routine at the preschool center everyday for children to gather together sitting criss-cross applesauce in a circle, and is a built out time integrated into their routine in which they are expecting to learn about something new. Out of the ten, there were two lesson plans which were implemented at the Early Childhood Learning Center. These lessons were taught with an open mindset of flexibility and willingness to change, with this project in mind. The two lesson plans taught were those of nursery rhymes- both the introduce and develop.

The first lesson plan included a foundation of the popular children's nursery rhyme, *Humpty Dumpty* (refer to Appendix B). The lesson plan integrated the fun and catchiness that comes with the *Humpty Dumpty* tune to teach children about their rhyming skills. It introduced the skill of rhyming through the use of the simple nursery rhyme. Attention was caught as Humpty, a real egg, sat on a wall and fell to his break into a glass container underneath. The children responded highly positively to the *Humpty Dumpty* lesson, and exhibited their full attention with very minimal discrepancies. With their high engagement, the children were eager to learn the song and showed an impressive ability to repeat it back. Also, half of the children exhibited prior knowledge of rhyming, and were able to point out both of the major rhyming schemes with the nursery rhyme of *Humpty Dumpty* (humpty/dumpty and fall/wall), without any scaffolding, just by hearing the song itself. The children interacted for a week following the implementation of the Humpty Dumpty lesson, and they were still showing signs of interest in the song, proudly singing it and talking about it within their daily classroom routine.

Following the implementation of the lesson, it was measured if there should be any edits to the lesson before being published for other educators to use. Following the lesson at the Early

Childhood Learning Center, the facilitator of the lessons was thoroughly surprised to see the children's engagement levels with the content. There were very minimal distractions or unrelated comments from the children, and they seemed to be very engaged with the materials.

Furthermore, most of the children were already familiar with the nursery rhyme *Humpty Dumpty*, and were proudly singing. They also had no trouble scaffolding the other, mostly younger children, who were not as familiar with the nursery rhyme. Overall, the facilitation of the lesson went wonderfully, and the facilitator feels confident that the lesson can be easily mocked for the same recipe of success. One edit which has been made to the lesson plan format was in regards to a "surveillance cue", in which future facilitators are encouraged to be very intentional about monitoring the reactions from each child in the group. Though it is recognized that this skill can be challenging, and takes eyes on every child, it is a key component of the motivation behind this project- an intentionality of making sure that no child is left behind.

The second lesson implemented at the Early Childhood Learning Center was created based on a foundation from the nursery rhyme, the *Itsy Bitsy Spider* (refer to Appendix C). This lesson was similar to *Humpty Dumpty's*, yet it developed the skill of rhyming. Though the nursery rhyme may sound simple, it requires the use of more phonological awareness to both identify and repeat the lyrics. The lesson aimed to be an interactive way in which children are able to connect with their new spidey friend, the *Itsy Bitsy Spider* by helping them reach their goals of climbing up to the top of a water spout. The lesson used a real life water spout, similar to those that the children could find outside of the classroom window, with water coming out of it. Their new spidey friend could only climb up the water spout if they sang its song loud and clear! At the end of the lesson, a refresh on rhyming from the previous week was touched on.

Children could visually observe a list of rhyming words within the nursery rhyme on the whiteboard, and were prompted to listen to them as they sang the song one more time.

After this second lesson was implemented, there was another evaluation that was conducted to evaluate any edits that might be necessary to create before publication. The facilitator was pleased to see how the children were able to connect the two lessons together. This was the hope for creating a series of five lesson plans- each with an introduction and development set, and the children showed themselves able to build their knowledge upon each other. For example, right at his appearance the children recognized Phonological Frog and his role in helping them learn their words and language. They even identified the nursery rhyme that he had helped them learn prior, aka *Humpty Dumpty*, before being told that he had another nursery rhyme for them to learn that day! The children seemed just as ecstatic to see Phonological Frog as the first time, and showed high levels of engagement once again. In regards to the lesson, an edit that was made applies to the “evaluation” section of the Madeline Hunter Mastery Lesson plan format (Johnson, 2000). At the end of the lesson, without even being prompted, many children were so excited to present their knowledge and shouted out as many rhyming word sequences as they could think of. This caused chaos in the classroom, as many children wanted to join in. Therefore, a section was added in the “evaluation” section to allow a set time within the lesson plan for children to be able to share their rhyming thoughts. Each child will get the chance to share two rhyming word pairs that they can think of, showing that they have truly learned what rhyming is.

These lessons were created with child development professionals in mind. They are aimed to be simple, straightforward, and developmentally appropriate. They also were intended to allow educators to be able to add their own individual preferences to them, including a

flexibility that they can choose the order they are used, how often they are implemented, and how many students the lessons are being taught to. It is recognized that every child development professional's circumstance is unique, and the point of the curriculum is for it to be simple, applicable, and fun for all to use.

Review of the literature highlights that children who acquire phonological awareness skills during a young age, such as preschool, are more likely to excel in future pursuits and language development. This research shows the necessity for educators to be able to develop or follow lesson plans to effectively nurture foundational skills in young people learned through a creative and supportive learning atmosphere.

## **Appendix A**

### **Phonological Frog Introduction Letter**

Hello parents and caregivers!

Ribbit! My name is Phonological Frog the puppet, and I'm here to hop into your child's classrooms to bring fun and silliness to your child's learning! You might have heard about me from your little ones, so I wanted to jump in and introduce myself with a letter!

I am teaming up with my college buddy, Wendy Chun, with her senior honors research project titled, "Integrating Phonological Awareness into Early Childhood Curriculum with Evidence Based Lesson Plans." Phonological awareness is an umbrella term that includes the understanding of the larger parts of spoken language and smaller units of sound. We are on a mission to make learning about phonological awareness as exciting as a frog jumping into a big splashy puddle!

I will be leaping into the classroom to help Wendy with lesson plans on phonological awareness! We'll have a blast with lessons filled with rhyming activities, nursery rhymes, transitional activities, alliteration, and mirror exercises!

I am so excited to help your little ones learn and grow with their language development! If you want to keep the fun going on at home, here are a few things you can try!:

- Ask your child about what books they are reading, and songs they are singing with me (Phonological Frog)
- Share with your child any nursery rhymes or silly songs you remember from your childhood!

Thank you so much, and I can not wait to hop along this learning adventure with your children!

From your puppet friend, Phonological Frog.



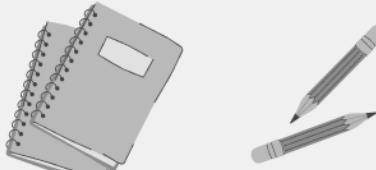
*Appendix B*  
*Humpty Dumpty Lesson Plan*

# LESSON

plan

#3

Introduce  
Nursery Rhymes



## Humpty Dumpty.

TLW: The learner will be able to recognize and clap out the syllables in the words of the nursery rhyme Humpty Dumpty.

## Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. Each lesson features the nursery rhyme "Humpty Dumpty," introducing children to rhyming, a key aspect of phonological awareness. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

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## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- 3x eggs (to be humpty dumpty)
- 2x cushion/bowl to catch humpty dumpty egg as he falls
- 10x cardboard boxes to construct a "brick wall"
- 1x whiteboard to teach rhyming
- \_x plastic eggs (used for easter egg hunts) to give to children, can be filled with something fun inside!

## Opening Anticipatory Set:

- Introducing phonological frogs, our puppet friend!
- Phonological frog is our friend, he helps me learn about new words to say!
- You will start seeing phonological frogs in your classroom, and he will teach you more about words!
- On the way to teach you, we had fallen! Phonological frog has a booboo on his lip, and I do too on my arm!
- It is okay, we all fall! We can fall on the playground, in classroom,
- Give examples of how children may fall...
- What they may fall off on at home, at preschool, etc...
- But it's okay, we all fall and our bodies get better!!!

## Motivator:

- Phonological frog has another friend that we brought!
- He is round and white, and in this box!
- Does anybody have any ideas of who is here?
- In order for our new friend to come out, we have to sing his favorite song! Let's sing the song together
- The song will be taught, and we will sing it together so our new friend can come out...
- (THREE TIMES)
- 1. Teach words of the song
- 2. Sing it together!
- 3. One more time, loud and clear for the friend to hear us!
- HUMPTY DUMPTY NURSERY RHYME:
- Humpty Dumpty Sat on a Wall, Humpty Dumpty had a great fall! All of the king's horses and all the king's men, helped to put humpty together again!
- ON THIRD RUN, PUSH REAL EGG OFF BUILT WALL!
- Humpty Dumpty The Egg! Humpty Dumpty is very clumsy, and he finds himself falling off a lot of things!
- TLW: The learner will be able to recognize and clap out the syllables in the words of a song about our friend who is known for falling, with the nursery rhyme Humpty Dumpty.
- Today we are going to learn all about rhyming words, by learning the nursery rhyme Humpty Dumpty.

Input:

- 3 facts
- Phonological frog wants to teach us about rhyming words today!
- "Rhyming words sound the same because they have the same endings!"
- Did any friends hear rhyming words in the song?
- \*allow for children to raise their hands and respond
- Sing the song one more time, make sure to listen to rhyming words this time!
- VISUALLY POINT OUR RHYMING WORDS:
- Some rhyming words are Humpty/dumpty, fall/wall!
- Take whiteboard to use and show
- VISUAL: Humpty Dumpty had a great fall!
- Off physical wall in the classroom
- KINESTHETIC: HAND MOTIONS (clap out)
- REINFORCE:
- Emphasize the use of verbally saying the humpty dumpty nursery rhyme!
- \*\*\*\*\*teachers- listen carefully to the children repeating the nursery rhyme! This is a great tool of measurement that allows teachers to see who is understanding the phonemes with correct articulation.

Check for Understanding:

- WHAT CAN HUMPTY FALL OFF OF?
- Teacher, give examples of what an egg can fall off of...
- \*\*\*\*for example, can be a nearby table, chair, or desk
- Allow children to take their own humpty plastic eggs and walk around the classroom

Closure:

- RESTATE TLW
- The learner will be able to recognize and clap out the syllables in the words of the nursery rhyme Humpty Dumpty.
- Practice one by one before standing up
- Allow them to practice seeing their own egg (humpty) fall, while saying out loud "HUMPTY DUMPTY!"
- Try three different areas within the classroom! If it doesn't break after three falls, you can crack with your hands!

Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

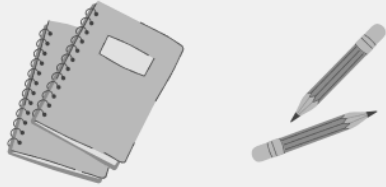
## Appendix C

### *Itsy Bitsy Spider Lesson Plan*

# LESSON

plan  
#4

*Develop  
Nursery Rhymes*



### **Itsy Bitsy Spider**

TLW: Memorize and be able to recite the lines of nursery rhyme, Itsy Bitsy Spider to demonstrate phonological skills.

### **Welcome!**

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. Each lesson features the nursery rhyme "Humpty Dumpty," introducing children to rhyming, a key aspect of phonological awareness. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

### **Resource List:**

- 1x Frog puppet (to be our friend, Phonological Frog)
- 1x spider figurine (to be our friend, the itsy bitsy spider)
- 1x water spout
- 1x raincoat
- 1x rain boots
- 1x rain umbrella
- (\_x) positive reinforcement resource

### **Opening Anticipatory Set:**

- Reintroduce phonological frog puppet
- ["You met phonological frog last week and he helped us learn what a rhyme is by teaching us humpty dumpty"]
- Phonological frog helps us to learn about our words and language. So today, we will be learning more rhyming sounds!
- Have children think about what they wear when it rains!
- "We can put on a raincoat (bring in raincoat), boots (bring in boots), and an umbrella (bring in umbrella) to help protect us from the rain!"
- TLW: Learn the nursery rhyme, the Itsy Bitsy Spider to demonstrate phonological skills.

### **Motivator:**

- Introduce phonological frog and his friend, the itsy bitsy spider!
- "I have a friend with eight legs, and who weaves around webs!"
- She needs a raincoat today, as she lives in a water spout.. Sally the spider!
- Introduce water spout
- A water spout on a building is a special pipe that helps rainwater slide down to the ground. It's like a slide for the rain! This way, the water doesn't splash everywhere and makes a big mess. It helps keep the building nice and dry!"
- Bring in water spout
- Show how Sally slips when she tries to climb up the slippery water spout...
- There is a song that we can sing to help Sally go up the spout!
- Itsy Bitsy Spider Song:
- The itsy-bitsy spider climbed up the water spout
- Down came the rain and washed the spider out
- Out came the sun and dried up all the rain
- And the itsy-bitsy spider climbed up the spout again
- TLW:
- Today we will learn the nursery rhyme, the Itsy Bitsy Spider to demonstrate phonological skills.
- TEACH HAND MOTIONS TO ITSY BITSY SPIDER
- Teach nursery rhyme, sing 3 times with hand motions
- (THREE TIMES)
- 1. Teach words of the song
- 2. Sing it together!
- 3. One more time, loud and clear for the friend to hear us!
- TLW: Today we learned the nursery rhyme, the Itsy Bitsy Spider to demonstrate phonological skills and helped Sally go up the spout!

**Input:**

- 3 facts
- Phonological frog wants to teach us about rhyming words today!
- "Rhyming words sound the same because they have the same endings!"
- Did any friends hear rhyming words in the song?
- "allow for children to raise their hands and respond"
- Sing the song one more time, make sure to listen to rhyming words this time!
- VISUALLY POINT OUR RHYMING WORDS:
- Some rhyming words are Itsy/bitsy, out/spout!
- Take whiteboard to use and show
- KINESTHETIC: HAND MOTIONS to itsy bitsy spider!
- "The itsy bitsy spider went out the water spout, down came the rain and..."
- VISUAL: allow children to help spider up water pipe, while individually saying itsy bitsy spider rhyme
- WRITE DOWN RHYMING WORDS ON WHITEBOARD
- Itsy/bitsy, fall/wall
- REINFORCE:
- Keep practicing itsy bitsy spider rhyme with hand motion!
- \*\*\*\*\*teachers- listen carefully to the children repeating the nursery rhyme! This is a great tool of measurement that allows teachers to see who is understanding the phonemes with correct articulation.

**Check for Understanding:**

- Have each child take turns taking sally the spider up the spout, while singing the nursery rhyme when doing so!
- Because you helped Sally go up the spout THREE times, we all want to thank you!
- 

**Closure:**

- Positive reinforcement: sticky spider web toy!
- RESTATE TLW
- Memorize and be able to recite the lines of nursery rhyme, Itsy Bitsy Spider to demonstrate phonological skills.

**Evaluation:**

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

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# LESSON

*plan*  
*#1*

*Introduce*  
*Children's Book*



## **Time For Bed (By Mem Fox)**

TLW: The learner will be able to identify and produce rhyming words found in the children's book *Time for Bed*, by Mem Fox.



# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. This lesson features the children's book *Time for Bed*. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Children's book, *Time for Bed*, by Mem Fox.
- 1x Frog puppet (to be our friend, Phonological Frog)
- 5x photos of rhyming words, for visuals
- 5x laminated photos of animals
- 5x popsicle sticks to make laminated animals "puppet"
- 1x folder with pockets to stick animals within
- (x) doll pillows - these will be given to the children if they are listening intently, and engaged in the lesson. Bring however many you need to give out one per child being taught!

# Opening Anticipatory Set:

- Relate the lesson to children's prior knowledge
- Each child has a bedtime routine, and should be prompted to recall any prior knowledge about the bedtime schedule they follow on an everyday basis
- Educators, recall prior knowledge before reading the story!
- Allow for prior knowledge by giving examples of what children may do in their bedtime routine...
- Can ask what they may do before bedtime, if their parents talk to them about anything before bedtime, etc...
- The Learner Will (lesson goal):
  - The learner will be able to identify and produce rhyming words found in the children's book Time for Bed, by Mem Fox.

# Motivator:

- Introduce friend Phonological Frog
- Share about his own bedtime routine
- “Phonological frog had a great night of sleep last night! Before heading to bed, he had dinner with his family, showered, then brushed his teeth. Next... after tucking him into his nice sheets his mommy frog read him a bedtime story, called “Time for Bed” by Mem Fox”

# Input:

- 3 facts, main teaching points:
- 1) Animals have certain bedtime routines too!
- \*Read book, Time for Bed, by Mem Fox
- 2) Rhyming is when words sound alike, they have the same ending sounds!
- \*\*\*For example, “cat” and “hat”
- This book pairs animal bedtime routines with rhyming!
- 3) Rhyming is fun!
- We can use rhymes on the daily so sing, through songs, or through hand motions!
- VISUAL: visuals of rhyming words, with photos and visual words underneath them
- Put photos next to each other that have the same ending sounds
- KINESTHETIC: MATCH ANIMAL WITH BED TIME ITEM:
- Pockets
- Put animal in right pocket, corresponding with rhyming word
- Say out loud!
- REINFORCE:
- Emphasize rhyming, rhyming, rhyming! How rhyming words end in the same sounds!

# Check for Understanding:

- In order to show their understanding, have students take their turn coming up with new rhyming words!
- “Raise your hand if you have a new rhyming word with one of the book words!”

## Closure:

- How can you create a bedtime routine for yourself that also rhymes?
  - Positive reinforcement: doll pillow for each child who answers correctly/participates.
- RESTATE “The Learner Will”
  - The learner will be able to identify and produce rhyming words found in the children’s book *Time for Bed*, by Mem Fox.

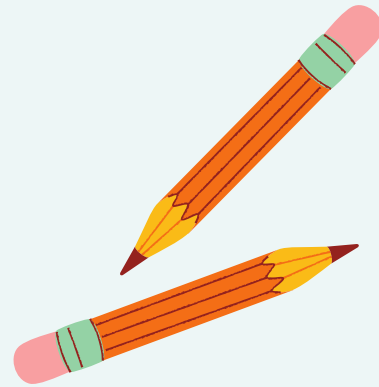
# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

# LESSON

*plan*  
#2

*Develop  
Children's Book*



## **See You Later, Alligator** **(by Sally Hopgood)**

TLW: The learner will be able to develop rhyming and manipulate words found in the children's book *See You Later, Alligator*, by Sally Hopgood.

# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. This lesson features the children's book *See You Later, Alligator*. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Children's book, *See You Later, Alligator*, by Sally Hoopgood.
- 1x Frog puppet (to be our friend, Phonological Frog)
- 5x photos of rhyming words from book, for visuals
- \_x resources for positive reinforcement



# Opening Anticipatory Set:

- Relate the lesson to children's prior knowledge
- Re-introduce phonological frog
- "Last time I went in, we met our friend Phonological Frog! He helps us learn more about words and language!"
- TLW:
  - The learner will be able to develop rhyming and manipulate words found in the children's book See You Later, Alligator, by Sally Hoopgood.

# Motivator:

- Bring back a phonological frog!

“We have our friend, phonological frog back to help us with our rhyming today! He will be introducing some of his friends to us in the book, See You Later, Alligator”.

# Input:

- 3 facts, main teaching points
- 1) rhyming words sound the same at the end!
- \*\*\*for example, cat/hat, mad/sad. tag/bag...
- 2) rhyming helps with our language skills!
- Understanding rhyming can help us with our learning, memory, and listening skills through the use of language!
- 3)share how rhymes can be used through songs and poems
- \*\*\*for example, humpty dumpty, row row row your boat...
- VISUAL: hang up rhyming words from the book
- KINESTHETIC: HAND MOTIONS - ADD PHOTOS !
- REINFORCE:
- Rhyme, rhyme, rhyme!

# Check for Understanding:

- Rhyming match activity.

## Closure:

- Positive reinforcement: Each child who answers appropriately receives an alligator sticker!
- RESTATE TLW
  - The learner will be able to develop rhyming and manipulate words found in the children's book See You Later, Alligator, by Sally Hoopgood.

# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

# LESSON

*plan*  
*#3*

*Introduce*  
*Nursery Rhymes*



## **Humpty Dumpty**

TLW: The learner will be able to recognize and clap out the syllables in the words of the nursery rhyme Humpty Dumpty.

# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. Each lesson features the nursery rhyme "Humpty Dumpty," introducing children to rhyming, a key aspect of phonological awareness. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- 3x eggs (to be humpty dumpty)
- 2x cushion/bowl to catch humpty dumpty egg as he falls
- 10x cardboard boxes to construct a "brick wall"
- 1x whiteboard to teach rhyming
- \_x plastic eggs (used for easter egg hunts) to give to children, can be filled with something fun inside!

# Opening Anticipatory Set:

- Introducing phonological frogs, our puppet friend!
- Phonological frog is our friend, he helps me learn about new words to say!
- You will start seeing phonological frogs in your classroom, and he will teach you more about words!
- On the way to teach you, we had fallen! Phonological frog has a booboo on his lip, and I do too on my arm!
- It is okay, we all fall! We can fall on the playground, in classroom,
- Give examples of how children may fall...
- What they may fall off on at home, at preschool, etc...
- But it's okay, we all fall and our bodies get better!!!



# Motivator:

- Phonological frog has another friend that we brought!
- He is round and white, and in this box!
- Does anybody have any ideas of who is here?
- In order for our new friend to come out, we have to sing his favorite song! Let's sing the song together
- The song will be taught, and we will sing it together so our new friend can come out...
- (THREE TIMES)
- 1. Teach words of the song
- 2. Sing it together!
- 3. One more time, loud and clear for the friend to hear us!
- HUMPTY DUMPTY NURSERY RHYME:
- Humpty Dumpty Sat on a Wall, Humpty Dumpty had a great fall! All of the king's horses and all the king's men, helped to put humpty together again!
- ON THIRD RUN, PUSH REAL EGG OFF BUILT WALL!
- Humpty Dumpty The Egg! Humpty Dumpty is very clumsy, and he finds himself falling off a lot of things!
- TLW: The learner will be able to recognize and clap out the syllables in the words of a song about our friend who is known for falling, with the nursery rhyme Humpty Dumpty.
- Today we are going to learn all about rhyming words, by learning the nursery rhyme Humpty Dumpty.

# Input:

- 3 facts
- Phonological frog wants to teach us about rhyming words today!
- “Rhyming words sound the same because they have the same endings!”
- Did any friends hear rhyming words in the song?
- \*allow for children to raise their hands and respond
- Sing the song one more time, make sure to listen to rhyming words this time!
- VISUALLY POINT OUR RHYMING WORDS:
- Some rhyming words are Humpty/dumpty, fall/wall!
- Take whiteboard to use and show
- VISUAL: Humpty Dumpty had a great fall!
- Off physical wall in the classroom
- KINESTHETIC: HAND MOTIONS (clap out)
- REINFORCE:
- Emphasize the use of verbally saying the humpty dumpty nursery rhyme!
- \*\*\*\*\*teachers- listen carefully to the children repeating the nursery rhyme! This is a great tool of measurement that allows teachers to see who is understanding the phonemes with correct articulation.

# Check for Understanding:

- WHAT CAN HUMPTY FALL OFF OF?
- Teacher, give examples of what an egg can fall off of...
- \*\*\*\*for example, can be a nearby table, chair, or desk
- Allow children to take their own humpty plastic eggs and walk around the classroom

## Closure:

- RESTATE TLW
- The learner will be able to recognize and clap out the syllables in the words of the nursery rhyme Humpty Dumpty.
- Practice one by one before standing up
- Allow them to practice seeing their own egg (humpty) fall, while saying out loud "HUMPTY DUMPTY!"
- Try three different areas within the classroom! If it doesn't break after three falls, you can crack with your hands!

# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

# LESSON

*plan*  
*#4*

*Develop*  
*Nursery Rhymes*



## **Itsy Bitsy Spider**

TLW: Memorize and be able to recite the lines of nursery rhyme, Isty Bitsy Spider to demonstrate phonological skills.

# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. Each lesson features the nursery rhyme "Humpty Dumpty," introducing children to rhyming, a key aspect of phonological awareness. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- 1x spider figurine (to be our friend, the itsy bitsy spider)
- 1x water spout
- 1x raincoat
- 1x rain boots
- 1x rain umbrella
- (\_x) positive reinforcement resource

# Opening Anticipatory Set:

- Reintroduce phonological frog puppet
- ["You met phonological frog last week and he helped us learn what a rhyme is by teaching us humpty dumpty"]
- Phonological frog helps us to learn about our words and language. So today, we will be learning more rhyming sounds!
- Have children think about what they wear when it rains!
- "We can put on a raincoat (bring in raincoat), boots (bring in boots), and an umbrella (bring in umbrella) to help protect us from the rain!"
- TLW: Learn the nursery rhyme, the Itsy Bitsy Spider to demonstrate phonological skills.

# Motivator:

- Introduce phonological frog and his friend, the itsy bitsy spider!
- “I have a friend with eight legs, and who weaves around webs!”
- She needs a raincoat today, as she lives in a water spout... Sally the spider!
- Introduce water spout
- A water spout on a building is a special pipe that helps rainwater slide down to the ground. It's like a slide for the rain! This way, the water doesn't splash everywhere and makes a big mess. It helps keep the building nice and dry!"
- Bring in water spout
- Show how Sally slips when she tries to climb up the slippery water spout...
- There is a song that we can sing to help Sally go up the spout!
- Itsy Bitsy Spider Song:
- The itsy-bitsy spider climbed up the water spout
- Down came the rain and washed the spider out
- Out came the sun and dried up all the rain
- And the itsy-bitsy spider climbed up the spout again
- TLW:
- Today we will learn the nursery rhyme, the Isty Bitsy Spider to demonstrate phonological skills.
- TEACH HAND MOTIONS TO ITSY BITSY SPIDER
- Teach nursery rhyme, sing 3 times with hand motions
- (THREE TIMES)
- 1. Teach words of the song
- 2. Sing it together!
- 3. One more time, loud and clear for the friend to hear us!
- TLW: Today we learned the nursery rhyme, the Isty Bitsy Spider to demonstrate phonological skills and helped Sally go up the spout!



# Input:

- 3 facts
- Phonological frog wants to teach us about rhyming words today!
- “Rhyming words sound the same because they have the same endings!”
- Did any friends hear rhyming words in the song?
- \*allow for children to raise their hands and respond
- Sing the song one more time, make sure to listen to rhyming words this time!
- VISUALLY POINT OUR RHYMING WORDS:
- Some rhyming words are Itsy/bitsy, out/spout!
- Take whiteboard to use and show
- KINESTHETIC: HAND MOTIONS to itsy bitsy spider!
- “The itsy bitsy spider went out the water spout, down came the rain and...”
- VISUAL: allow children to help spider up water pipe, while individually saying itsy bitsy spider rhyme
- WRITE DOWN RHYMING WORDS ON WHITEBOARD
- Itsy/bitsy, fall/wall
- REINFORCE:
- Keep practicing itsy bitsy spider rhyme with hand motion!
- \*\*\*\*\*teachers- listen carefully to the children repeating the nursery rhyme! This is a great tool of measurement that allows teachers to see who is understanding the phonemes with correct articulation.

## Check for Understanding:

- Have each child take turns taking sally the spider up the spout, while singing the nursery rhyme when doing so!
- Because you helped Sally go up the spout THREE times, we all want to thank you!

## Closure:

- Positive reinforcement: sticky spider web toy!
- RESTATE TLW
- Memorize and be able to recite the lines of nursery rhyme, Isty Bitsy Spider to demonstrate phonological skills.

# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

# LESSON

*plan*  
#5

*Introduce  
Transition Aide*



## **Transitional Aide**

TLW: The learner will be able to recognize phonological frogs as a friend who helps them learn various skills related to phonological awareness, even outside of circle time!

# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. This lesson features transitional aides, introducing children to flexibility. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- \_x frog finger puppets to give away for positive reinforcement

# Opening Anticipatory Set:

- We follow a classroom routine...
- We line up at the door quietly, we sit down and listen during circle time, etc..
- Today I have a friend who will be helping us with our classroom routine!
- TLW:
- Recognize phonological frogs as a friend who helps them learn various skills related to phonological awareness, even outside of circle time!

# Motivator:

- I have a friend here in my basket with me, can anybody guess what it is??
- He is green, he is an animal, he is so excited to see you guys!
- PHONOLOGICAL FROG IS HERE WITH ME!

# Input:

- 3 facts
- 1) It is important that we follow a classroom routine so that all friends know what to do, and so that we have an organized schedule.
- 2) Between each routine there is a time where we are moving from one to another, this is called a transitional time.
- 3) During our transitional times sometimes we sing songs, play a game, or do fun activities! Phonological frogs will help us learn a few more activities we can do during our transitional times!
- Nonsense words, rhyming games, etc....
- VISUAL: Make a visual chart of routine, point to each step and explain
- KINESTHETIC: step by step... do routine with your body!
- Have children pretend to act out completing each step of the routine
- REINFORCE:
- Play nonsense word games, rhyming games, etc...



# Check for Understanding:

- What are other examples of a routine we follow in the classroom that phonological frogs can help us with?
- Have the children raise their hands and share!

## Closure:

- Positive reinforcement: frog puppets (take home if listening and engaged)
- RESTATE TLW
- Recognize phonological frogs as a friend who helps them learn various skills related to phonological awareness, even outside of circle time!

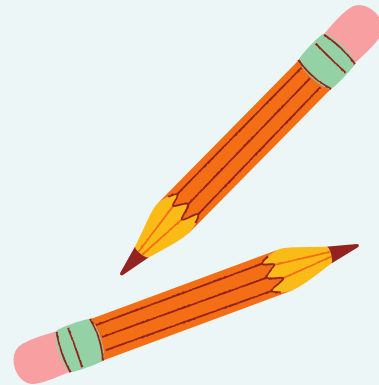
# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

# LESSON

*plan*  
#6

*Develop*  
*Transition Aide*



## **Transitional Aide**

TLW: The learner will be able to recognize phonological frogs as a friend who helps them learn various skills related to phonological awareness, and learn transitional routines he can help with!

# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. This lesson features transitional aides, introducing children to flexibility. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- 1x photo of stoplights
- 2x frog finger puppets to give away for positive reinforcement

# Opening Anticipatory Set:

- You had to travel on your way to school today.
- If you drive you see stop lights- stop/go!
- Red means stop, green means go, yellow means slow down!1
- Show photos of stop lights
- TLW:
- Recognize phonological frogs as a friend who helps them learn various skills related to phonological awareness, and learn transitional routines he can help with!

# Motivator:

- I have a friend here in my basket with me, can anybody guess what it is??
- He is green, he is an animal, he is so excited to see you guys!
- PHONOLOGICAL FROG IS HERE WITH ME!

# Input:

- 3 facts
- 1) It is important that we follow a classroom routine so that all friends know what to do, and so that we have an organized schedule.
- 2) Between each routine there is a time where we are moving from one to another, this is called a transitional time.
- 3) During our transitional times sometimes we sing songs, play a game, or do fun activities! Phonological frogs will help us learn a few more activities we can do during our transitional times!
- Nonsense words, rhyming games, etc....
- VISUAL: Make a visual chart of routine, point to each step and explain
- KINESTHETIC: step by step... do routine with your body!
- Have children pretend to act out completing each step of the routine
- REINFORCE:
- Play nonsense word games, rhyming games, etc...

# Check for Understanding:

- Today, we are going to play red light and green light as we practice coming in from the playground!
- PLAY GAME!
- “This game can not only be played as we come in from the playground, but as we are transitioning from many different areas!”

## Closure:

- Positive reinforcement: stoplight gummy (take home if listening and engaged)
- RESTATE TLW
- Recognize phonological frogs as a friend who helps them learn various skills related to phonological awareness, and learn transitional routines he can help with!



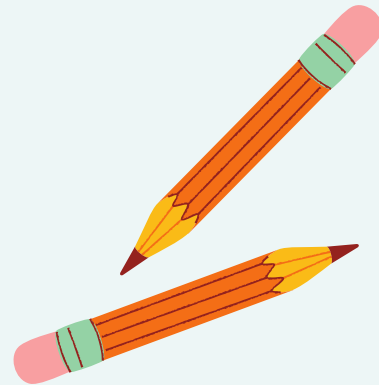
# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

# LESSON

*plan*  
*#7*

## *Introduce Mirrors*



## **Mirrors**

TLW: The learner will be able to understand and learn how to use a handheld mirror, to aid in the practicing of lesson sounds and mouth/tongue movement in relation.

# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. This lesson features mirrors, a resource that allows for visual/sound connection. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- \_x different types of mirrors
- \_x pocket mirrors to give to children for positive reinforcement

# Opening Anticipatory Set:

- We check our bodies in mirrors all the time! Whether it be when getting ready in the morning, or to check who we are looking at, mirrors show us a reflection of our face!.
- TLW:
- Understand and learn how to use a handheld mirror, to aid in the practicing of lesson sounds and mouth/tongue movement in relation.

# Motivator:

- I have a friend here in my basket with me, can anybody guess what it is??
- He is green, he is an animal, he is so excited to see you guys!
- PHONOLOGICAL FROG IS HERE WITH ME!
- Phonological frog has his very own mirror, it helps him see himself!

# Input:

- 3 facts
- 1) Mirrors allow us to see our bodies.
- 2) We need to be careful with mirrors, and use them just with our eyes to look at them!
- We hold the mirror with one hand. Hold it upwards and straight!
- They can break very easily.
- 3) Mirrors help us learn more about our bodies and what they are doing!
- VISUAL: Show around mirrors.
- KINESTHETIC: Have different types of mirrors around the room that children can walk around and see themselves in!
- Tall mirror, short mirror, small mirror, etc...
- REINFORCE:
- reinforce classroom routine!

# Check for Understanding:

- Pass around mirror and have children hold them up.
- MIRROR ACTIVITY:
- “By looking through the mirror, tell me what color shirt you are wearing!”

## Closure:

- Positive reinforcement: pocket mirror (take home if listening and engaged)
- RESTATE TLW: Understand and learn how to use a handheld mirror, to aid in the practicing of lesson sounds and mouth/tongue movement in relation.

# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?



# LESSON

*plan*  
#8

*Develop*  
*Mirrors*



## **Mirrors**

TLW: The learner will be able to understand and learn and be able to practice a series of tongue twister phrases, illustrating skills of alliteration.

# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. This lesson features mirrors, a resource that allows for visual/sound connection. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- \_x different types of mirrors
- \_x photos of tongue twisters
- \_x strips of paper with tongue twister phrases
- \_x frog with toy long tongue to give to children for positive reinforcement

# Opening Anticipatory Set:

- I have a friend here in my basket with me, can anybody guess what it is??
- He is green, he is an animal, he is so excited to see you guys!
- Last week, phonological frogs showed us mirrors.
- Phonological frog has his very own mirror again, it helps him see himself!
- TLW: Learn and be able to practice a series of tongue twister phrases, illustrating skills of alliteration.

# Motivator:

- Phonological frog woke up this morning with a twisted tongue!
- SOmetimes when he talks too fast, his tongue twists!
- Tongue twisters are phrases that have the same letter at the beginning of the phrase.
- The froggy friend flipped and flopped to the fountain!
- Let's help Phonological Frog learn his tongue twisters!

# Input:

- 3 facts
- 1) Mirrors allow us to see our bodies.
- 2) We need to be careful with mirrors, and use them just with our eyes to look at them!
- They can break very easily.
- We hold the mirror with one hand. Hold it upwards and straight!
- 3) Mirrors help us learn more about our bodies and what they are doing!
- Mirrors also help us learn about our sounds. With using mirrors, we can see what our mouth is doing when our body is saying something!
- VISUAL: Photos of tongue twisters
- KINESTHETIC: PRACTICE MODELING TONGUE TWISTERS, and have children follow!
- \*\*\* For example, try
- Eleven elephants eagerly eat Easter eggs.
- Friendly frogs frolicked freely from France.
- He happily held his hat in his hand.
- I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.
- I saw Susie sitting in a shoe shine shop.
- I scream, you scream, we all scream for ice cream.
- I wish to wish the wish you wish to wish.
- Toy boat, toy boat
- Xander the xylophonist played his xylophone for the fox.
- REINFORCE:
- reinforce classroom routine!

# Check for Understanding:

- Each friend pulled out a paper strip from this basket to practice! When it is your turn, try your very best to say it while looking in the mirror!
- Watch what your tongue is doing in the mirror when you are saying this! Is it twisting?
- \*\*\*Make \_\_x strips of paper with different tongue twisters on them that children can say.
- Have children say the tongue twister to phonological frogs, while watching themselves in the mirror!

## Closure:

- Positive reinforcement: frog with toy long tongue! (take home if listening and engaged)
- RESTATE TLW: Learn and be able to practice a series of tongue twister phrases, illustrating skills of alliteration.

# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

# LESSON

*plan*  
*#9*

*Introduce*  
*Nonsense Words*



## **Nonsense Words**

TLW: Recognize phonological frogs as a friend who helps them learn about their words and language, through the identification of nonsense words!



# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. This lesson features nonsense words, a skill that requires phonological awareness. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- \_x resources for positive reinforcement

# Opening Anticipatory Set:

- Phonological frogs have helped us these last few weeks with our words.
- TLW: Recognize phonological frogs as a friend who helps them learn about their words and language, through the identification of nonsense words!

# Motivator:

- Today I have a friend who will be helping us with our words
- Phonological frog!
- PHONOLOGICAL FROG IS HERE WITH ME!

# Input:

- 3 facts
- 1) We have a language that we follow.
- 2) Sometimes, our brain can come up with words that are not real!
- 3) Phonological frogs will help us identify those words!
- IE: nonsense words
- REINFORCE:
- Reinforce, reinforce, reinforce!

# Check for Understanding:

- I have a list of words, your job is to tell me which is not a word!
- 1. Frog
- 2. Boo
- 3. Jump
- 4. Zip
- 5. Ribbit
- 6. Wiggle
- 7. Goo
- 8. Hop
- 9. Doo
- 10. La
- 11. Bop
- 12. Zing
- 13. Wob
- 14. Fizz
- 15. Blip

## Closure:

- Positive reinforcement: frog sticker! (take home if listening and engaged)
- RESTATE TLW: Recognize phonological words as a friend who helps them learn about their words and language, through the identification of nonsense words!

# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?

# LESSON

*plan*  
*#10*

*Develop*  
*Nonsense Phrases*



## **Nonsense Phrases**

TLW: Recognize phonological frogs as a friend who helps them learn about their words and language, through the identification of nonsense phrases!

# Welcome!

Hello early childhood development professionals! We're excited to have you with this lesson plan curriculum designed to enhance your teaching. This lesson features nonsense phrases, a skill that requires phonological awareness. With our puppet friend, Phonological Frog, we will create an engaging and interactive learning experience using the Madeline Hunter Mastery Lesson Plan format. Let's dive into this fun journey of learning together!

## Resource List:

- 1x Frog puppet (to be our friend, Phonological Frog)
- \_x resources for positive reinforcement



# Opening Anticipatory Set:

- Phonological frogs have helped us these last few weeks with our words.
- TLW: Recognize phonological frogs as a friend who helps them learn about their words and language, through the identification of nonsense phrases!

# Input:

- 3 facts
- 1) We have a language that we follow.
- 2) Sometimes, our brain can come up with words that are not real!
- 3) Phonological frogs will help us identify those phrases!
- IE: nonsense phrases
- REINFORCE:
- Reinforce, reinforce, reinforce!

# Motivator:

- Today I have a friend who will be helping us with our words and phrases.
- Phonological frog!
- PHONOLOGICAL FROG IS HERE WITH ME!

# Check for Understanding:

- I have a list of phrases, your job is to tell me which has words that do not exist:
- 1. The frog goes ribbit-zap!
- 2. Jump over the wibble-wobble!
- 3. Look at the gooey boo-boo!
- 4. Wiggle like a zippy doo!
- 5. Hop on the blip-blop!
- 6. Let's sing a zingy song!
- 7. Time for a froggy hop-a-doo!
- 8. The silly bops go hop and bop!
- 9. Dance like a fizzing wiggle!
- 10. A wobbly frog says ribbit-la!

## Closure:

- Positive reinforcement: frog sticker! (take home if listening and engaged)
- RESTATE TLW: Recognize phonological frogs as a friend who helps them learn about their words and language, through the identification of nonsense phrases!

# Evaluation:

- Scan all students to make sure all are participating
- Acknowledgement every student, even the wrong answers
- How did the lesson go?
  - What went well?
  - What can I improve for next time?