

Phonemic Awareness Lesson Plan for Young Multilingual Learners

Myriam Edith Barros

Westcliff University

CAP 670 Practicum

Professor Thomas Tischler

April 6, 2026

Lesson Plan Phonemic Awareness Lesson Plan for Young Multilingual Learners

Location: Breakthrough Montessori Public Charter School, Washington, DC

Course/Level: Primary/Kindergarten literacy lesson for multilingual learners in a mixed-age Montessori classroom (target group: ages five to six).

Texts/Materials: Object box or picture cards representing consonant-vowel-consonant (CVC) words (cat, map, sun, pig, hat, log), sound counters, movable alphabet, sandpaper letters, pocket chart, sentence strips, dry-erase boards, pencils, paper, and rug mats/table space.

Previous classwork/what do students know that prepares them for this lesson: Students have practiced oral language routines, listening games, letter-sound correspondence, three-period lessons, and early blending with simple consonant-vowel-consonant (CVC) words. They are familiar with Montessori expectations for small-group lessons on a rug, taking turns, manipulating concrete materials, and responding to teacher prompts with gestures, single words, or short oral phrases. Many students can identify beginning sounds in familiar words and are beginning to blend and segment short words orally.

Context

This lesson is designed for older children in a Montessori primary environment, especially kindergarten-aged multilingual learners who are developing early literacy in English as a second or additional language. The small-group lesson focuses on phonemic awareness with simple CVC words and gives children repeated opportunities to listen to, segment, manipulate, and pronounce sounds orally before relying heavily on print. Because phonemic awareness supports later decoding and spelling, the lesson emphasizes hearing and changing individual sounds in spoken words through concrete, developmentally appropriate activities. Students work with meaningful, familiar words supported by objects, visuals, movement, and teacher modeling.

The core oral language task asks students to manipulate sounds in words such as cat, map, sun, and pig. For example, students will respond to prompts such as, “What is a cat without /c/?” and “What is a map without /m/?” In this way, students practice phoneme deletion while continuing to strengthen vocabulary, listening comprehension, and confidence in spoken English. The lesson reflects Teaching English to Speakers of Other Languages (TESOL) principles by making language comprehensible through visuals, repetition, gestures, partner talk, and carefully scaffolded teacher language, while also reflecting Montessori practice through concrete materials, purposeful movement, observation, and opportunities for increasing independence.

General Objective

Students will develop phonemic awareness and early oral language skills by listening to, identifying, segmenting, blending, deleting, and substituting sounds in familiar CVC words.

Specific Objectives

- Students will identify the beginning, middle, and ending sounds in at least four familiar CVC words with visual or object support.
- Students will orally blend at least four segmented CVC words.
- Students will orally manipulate at least three CVC words by deleting an initial sound and naming the remaining word part.
- Students will participate in teacher-guided and partner-based oral language practice by responding to prompts, repeating target words, and explaining what they notice about the sounds in words.
- Students who are ready for extension will substitute one sound in a CVC word to produce a new word.

Procedure

Activity/Timing	Step-by-Step Details	Interaction/Seating
Welcome and connection to prior knowledge 3 minutes	The teacher gathers four to six students on the rug and introduces the lesson in simple, supportive language: “Today we are going to listen carefully to the sounds in words. We will say words, stretch words, and change words.” The teacher shows one or two familiar objects or picture cards, such as cat and sun, and asks students what they notice. Teacher talk includes prompts such as, “What word is this?” “What sound do you hear at the beginning?” and “Can you say it slowly with me?” Student talk includes naming the object, repeating the word, and sharing initial sound	Small group on rug; teacher and students in a semicircle

	observations with a partner. Students are encouraged to use gestures, touch the object, or point to a matching picture if needed.	
Interactive oral modeling of CVC words 5 minutes	Using objects, picture cards, or a pocket chart, the teacher models how to stretch and segment CVC words orally. For example, the teacher says, “Listen: cat... /c/ /a/ /t/.” The teacher then invites students to repeat and to count the sounds with fingers or counters. Teacher talk remains concise and patterned: “Say it with me.” “What is the first sound?” “What sound do you hear in the middle?” Student talk includes chorally repeating the word, naming individual sounds, and answering	Small group on rug; interactive and teacher guided.

	questions such as, “The first sound is /c/.” The teacher supports multilingual learners with visual cues, gestures, and repetition, while observing which students can already segment independently.	
Guided practice with phoneme deletion 10 minutes	The teacher introduces oral sound manipulation with explicit modeling: “Now we are going to take away a sound and listen to what is left.” The teacher says, “What is “cat” without /c/?” and models the response: “At.” The teacher repeats with additional words such as map without /m/, sun without /s/, and pig without /p/. Students first turn and talk with a partner, then share with the group. Teacher talk includes prompts such as, “Say the	Small group on rug, then partner practice beside the rug.

	whole word.” “Take away the first sound.” “What is left?” Student talk includes full oral responses such as, “Cat without /c/ is at,” or “Map without /m/ is ap.” Students may use counters or move one object away from an Elkonin box to represent deleting the first sound. The teacher provides correction through recasting and slow repetition when needed.	
Montessori-style hands-on sound work 8 minutes.	Students work in pairs or independently with sound counters, Elkonin boxes, sandpaper letters, or the movable alphabet. Students place one counter for each sound in a spoken CVC word, then remove the first counter to show the deleted sound. For students ready to connect	Pairs or independent work at rug trays or nearby tables.

	sound to print, the teacher invites them to build the spoken word with letters after completing the oral task. Teacher talk includes, “Push one counter for each sound,” “Now take away the first sound,” and “Can you build the word you heard?” Student talk includes saying each phoneme aloud, blending the remaining sounds, and explaining what changed. Extension students substitute sounds to create new words, such as changing cat to hat or pig to dig.	
	Students choose one follow up task: orally practicing phoneme deletion with a partner using picture cards, matching CVC pictures to segmented sound boxes,	

Independent/follow-up work 7 minutes	building CVC words with the movable alphabet, or recording one to three words on paper or a dry-erase board. The teacher rotates briefly to formatively assess whether students can identify, segment, and delete sounds in CVC words independently or with support. Teacher talk is brief and supportive: “Tell me the sounds.” “What happens when we take away /m/?” “Can you say the new word by yourself?” Student talk includes self-explanations, partner repetition, and recorded oral responses for assessment. Students then demonstrate at least one example independently for the teacher.	Independent or partner work at tables/shelves.
--	---	---

Closure and oral reflection 5 minutes	The group reconvenes on the rug. Students share one word they practiced and one thing they noticed about sounds in words. The teacher asks, “What was easy today?” “What happened when we took away the first sound?” and “Who can teach us with a new word?” Student talk is emphasized during closure as children explain, model, and respond to each other. The teacher briefly restates the purpose of the lesson and affirms progress in listening carefully to spoken words.	Small group on rug.
--	---	----------------------------

Homework / Follow-up:

Students will take home a simple oral practice card or picture strip with three or four familiar CVC words. Families can point to the picture, say the whole word, stretch the sounds, and try one sound-play prompt such as, “What is sun without /s/?” In the classroom, the materials will remain available in a literacy basket or on a shelf for independent review during the work cycle.

Rationale

This lesson was designed to support young multilingual learners' early literacy development by strengthening phonemic awareness within a developmentally appropriate Montessori environment. Phonemic awareness is a foundational skill for later decoding, spelling, and fluent word recognition because it helps children attend to and manipulate the sounds within spoken words. For multilingual learners, this work is especially important because it supports clearer perception of English sound patterns while linking oral language to emerging print knowledge. Research has shown that explicit instruction in phonological and phonemic awareness contributes significantly to early reading development, particularly when instruction is systematic, meaningful, and connected to broader literacy experiences (August & Shanahan, 2006; Ehri et al., 2001).

The lesson reflects TESOL principles by using comprehensible language, visual support, repetition, modeling, partner interaction, and structured oral response patterns. Students are not asked simply to listen passively. Instead, they respond, rehearse, explain, and manipulate language in multiple ways. The repeated teacher-talk and student-talk structure helps multilingual learners hear accurate English models while also giving them frequent opportunities to produce language in supported contexts. These interactional features align with research emphasizing that language learning is strengthened when students can participate actively in scaffolded academic talk and receive clear, comprehensible support (Echevarría et al., 2017; Gibbons, 2015).

The lesson also reflects Montessori principles because children learn through concrete materials, purposeful movement, repetition, and carefully sequenced teacher observation. Rather than separating language from action, the lesson allows students to move counters, manipulate objects, and work with letters after oral rehearsal. Montessori (1967) emphasized that children build understanding through active engagement in a prepared environment, and this lesson

maintains that principle by moving from guided oral work toward increasingly independent practice. Altogether, the lesson is appropriate for a mixed-age public Montessori setting because it integrates foundational literacy, language development, and student agency in a structured but responsive way.

References

- August, D., & Shanahan, T. (Eds.). (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth.
- Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly*.
- Echevarría, J., Vogt, M. E., & Short, D. J. (2017). Making content comprehensible for English learners: The SIOP model (5th ed.). Pearson.
- Gibbons, P. (2015). Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom (2nd ed.). Heinemann.
- Montessori, M. (1967). The discovery of the child. Ballantine Books.

Appendix

[https://docs.google.com/presentation/d/17TX0KVfraHnIeSIXHSnzyZpRDNggKRIM/edit?usp=s
haring&oid=112127650986339234627&rtpof=true&sd=true](https://docs.google.com/presentation/d/17TX0KVfraHnIeSIXHSnzyZpRDNggKRIM/edit?usp=s
haring&oid=112127650986339234627&rtpof=true&sd=true)