

Grade

3

Unit 1

Trigraphs



Skill focus: reading

Lesson objectives:

- To recognise the sound of trigraphs – air and -ere
- To associate the trigraphs with the letter
- To read words and then put into sentences to understand meaning
- To use different adjectives to make sentences
- To write own sentences and read out loud

Description:

Ps will have the opportunity to hear the sounds of the trigraphs before seeing them to help them associate the sound with the letters.

They will participate actively to understand the meaning, which will be fun and engaging as well as useful. They will have opportunities to read and write and notice the spelling patterns as well as make meaningful sentences and questions that relate to their classroom environment.

Materials:

Make sound cards – /air/ and /ere/

Make word cards – hair, chair, there, where? (extra word cards, e.g. lair, pair)

Make adjective word cards – brown, green, red, dark, small (add any adjectives to describe the nouns hair, chair, lair)

A picture of a lion's lair

Use realia for colours, e.g. pencils or any other classroom object

Use realia for objects, e.g. own hair and chairs in classroom

Make sentence strips – My hair is brown, The chair is green, The lair is dark

Make question strips – Where is the chair? Where is the lair?

Benefits:

During this activity Ps will:

- practise listening and hearing the sound associated with the trigraphs -air and -ere
- practise reading the trigraphs in words
- see how different spelling patterns can have the same sound to help them with their reading, writing and spelling
- understand meaning of words with pictures and realia
- read sentences to increase confidence in reading and writing.

Timings	Stages	Interactions
10 mins	<p>Pre task</p> <ol style="list-style-type: none"> 1.Say, <i>Good morning/afternoon, children.</i> 2.Encourage Ps to say, <i>Good morning/afternoon, teacher.</i> 3.Say, <i>Let's do some reading</i> and use gestures to indicate that a reading activity is going to start. 4.Say, <i>Listen and repeat. Say, Air.</i> Ps say, <i>Air.</i> Repeat until Ps are confident, three or four times. 5.Hold up trigraph card – air – and say, <i>Read, air.</i> Ps read and say, <i>Air</i> 6.Point to own hair and say, <i>Hair.</i> Ps say, <i>Hair.</i> Say, <i>Can you hear -air in hair?</i> Ps say, <i>Yes!</i> (It takes time for Ps to hear the different sounds, so practise saying the sounds separately so that Ps can blend the sounds together.) Say, <i>Listen carefully. H -air.</i> Use two fingers to show two different sounds and bring them together and say, <i>Hair.</i> Encourage Ps to use their two fingers to say the two sounds, then bring them together to say the word. Ps say, <i>h -air, hair.</i> 7.Repeat Steps 4–6 with the word '<i>chair</i>'. Use a chair in the classroom to help meaning. 	T – Ps
20 mins	<p>Main task</p> <ol style="list-style-type: none"> 1.Say, <i>Let's make some sentences. Say, 'My hair is brown.'</i> Point to your hair and encourage Ps to repeat. Ps say, <i>My hair is brown.</i> 2.Show the sentence strip – <i>My hair is brown</i> – and say, <i>Read, 'My hair is brown.'</i> Ps read, <i>My hair is brown.</i> 3.Say, <i>Take out your notebooks and write the sentence.</i> Use gestures for writing. Say, <i>Read and write the sentence in your notebook.</i> Ps copy the sentence into their notebooks. Stick the sentence strip onto the board or walk around the class holding it to show all the Ps. Give the Ps time to read and write the sentence. Monitor, help and praise the Ps. Fast finishers can help their classmates with spelling. 4.Say, <i>Draw a picture of you with brown hair.</i> Gesture to draw a picture underneath the sentence. Give Ps time to draw, and monitor they are drawing the correct picture for the sentence. 5.Repeat Steps 1–4 with the sentence strip <i>The chair is green.</i> (If you have time repeat with <i>The lair is dark.</i>) 6.Say, <i>Listen. Say, -ere</i> and Ps repeat, <i>-ere.</i> Show the trigraph card – <i>-ere.</i> Say, <i>Listen and read. Is it the same sound?</i> Cup your ear to help with meaning. Ps say, <i>Yes!</i> Say, <i>Is it the same spelling?</i> Ps say, <i>No!</i> 7.Say, <i>Listen. Where?</i> Use gestures with your hand to show you are looking for something. Encourage Ps to repeat the gesture and Ps say, <i>Where?</i> Use technique in Step 6 of pre task, using two fingers to show two different sounds and blend together to make one word. Say, <i>W -ere, where?</i> Ps, say, <i>W -ere, where?</i> 8.Say, <i>Look and read.</i> Show the word card for '<i>Where?</i>' Say, <i>Where?</i> Ps say, <i>Where?</i> 9.Repeat Steps 6–8 with '<i>there</i>'. Point to different Ps to show the meaning of '<i>there</i>'. Say, <i>Fatima is there. Mohammed is there ...</i> 10.Say, <i>Let's make some questions. Say, Where is Fatima?</i> Gesture looking for Fatima. Ps copy gesture and say, <i>Where is Fatima?</i> 11.Say, <i>Fatima is there</i> and point to Fatima. Encourage Ps to reply and Ps say, <i>Fatima is there</i> and all point to Fatima. Repeat with different Ps in the class. Encourage Ps to ask the questions and answer. Divide the class into two groups to ask and answer questions. Introduce new questions, e.g. <i>Where is the chair? The chair is there. Where is my hair? My hair is there.</i> 12.Say, <i>Let's make some questions.</i> Show the question strip '<i>Where is the chair?</i>' Say, <i>Read, Where is the chair?</i> Ps read and say, <i>Where is the chair?</i> 13.Repeat Steps 3–4 with questions and answers with <i>-ere.</i> 	T - Ps

10 mins	<p>Post task</p> <ol style="list-style-type: none"> 1.Say, <i>Read your sentences and find the -air sound.</i> Show the sentence 'My hair is brown' and show the trigraph strip -air and circle 'air' with your finger. Ps circle the '-air' in all their sentences. Repeat with -ere. 2.Say, <i>Write two more sentences, one with a word with -air and one with a word with -ere.</i> Show word cards and realia to help Ps. Ask for ideas. Say, <i>Tell me a sentence with a word with -air.</i> Show the -air card. Accept all answers and correct if necessary. Say, <i>Write a new sentence and draw a picture.</i> 3.Repeat with -ere. 4.Say, <i>Read all your sentences out loud.</i> Ps read out loud. 5.Say, <i>Read your sentences to your partner.</i> Ps read their sentences to their partner. Give Ps time to read and monitor and help with reading. 6.Praise all Ps. 7.Say, <i>Bye, class.</i> 8.Encourage class to say, <i>Bye.</i> 	<p>T – Ps</p> <p>P – P</p>
---------	--	----------------------------

Assessment: Assess the Ps as you are monitoring and help those who are finding it difficult. Ask fast finishers to write more sentences or to help their classmates. Praise while they are reading independently.

In another class use the same techniques with a different spelling pattern, as Ps will be familiar and it will become easier for them and quicker to finish. Use the sentence strips in another lesson to see if they remember. Introduce new words with the same spelling patterns.