

Grade

3

Phonemic Awareness and Phonics

## Lesson Plan 5

Term 1

Lesson 5

Title:

Group 12 Consonant blends

Aims:

The learners develop and practise:

- Phonemic awareness and phonics knowledge with the consonant blends (endings): **sk, lp, lf, pt, xt, lt**
- Rhyming words and word families
- Decoding and spelling skills
- New sight words
- Reading and writing sentences
- Language usage skills – punctuation
- Reading and comprehension skills
- Writing their own short stories

Age/Level:

8–9 years (Gr 3 South Africa)

Time:

30 minutes per week x 2 weeks

Materials:

Chant: “Skip high, skip low”  
Phonics cards with pictures  
Letter cards  
Flash cards  
Real objects (realia)  
Audio recordings – chants and phonics cards  
Photocopies of Phonics 5 Activities 1 & 2  
Stationery

**Introduction:**

Listening and Speaking  
(5 minutes)

Use the chant: “*Skip high, skip low*”

(NB: Listen to the audio clip and practise the chant before the lesson as part of your preparation)

- Display the pdf of the chant and play the audio clip
- Say the chant with the learners pointing to the words
- Learners repeat after and then with you
- Practise and say this chant at least 3 times

**New knowledge:**

Phonemic Awareness and  
Phonics  
(20 minutes)

**Session 1**

**How to teach phonemic awareness and phonics:  
(see Teacher notes)**

**1. Revision:**

- Vowel digraphs and consonant blends and digraphs

**2. Phonics chart and audio:**

- Point at the pictures on the phonics chart and play the audio
- Learners repeat the sound and the word with the audio clip

**3. Main activity:**

- Teaching the consonant blends (endings):
  - **sk** as in m-a-sk
  - **lp** as in h-e-lp
  - **lf** as in sh-e-lf
- Make and spell words with the consonant blend endings:
  - **sk, lp, lf**
- Word families:

<b>sk</b>	<b>lp</b>	<b>lf</b>
ask	help	calf
mask	kelp	half
cask	pulp	elf
task	gulp	shelf
flask		self
disk		wolf
tusk		golf
dusk		gulf
desk		

**4. Sentence cards:**

- Read sentence cards with the class:

Put the mask on the desk.

I need help with this task.

There was a disk on the shelf.

- Whole class reads each sentence 3 times
- Encourage individuals/small groups of learners to read the sentences and perform actions
- Learners copy the sentence cards and draw pictures for each sentence in classwork books

**End the lesson:**

- Phonics 5 Activity 1: Making words, word recognition, spelling, reading and comprehension, language usage
- Explain how to do Activity 1 during the GGR session

**Conclusion:**  
(5 minutes)

Repeat the chant: “*Skip high, skip low*”

**Assessment:****See Teacher notes: Assessment Activities**

- Making words, word recognition, spelling, reading and comprehension, language usage
- Phonics 5 Activity 1 can be used as a Formal Assessment Activity for Term 1

**Further ideas and resources:**

South Africa: DBE EFAL Workbook Book 1 Term 1 & 2 (2022 edition) pages 29–35

**New knowledge:**

Phonemic Awareness and Phonics  
(20 minutes)

**Session 2****1. Review:**

- Consonant blends and digraphs

**2. Use the chant: “*Skip high, skip low*”**

(NB: Listen to the audio clip and practise the chant before the lesson as part of your preparation)

**3. Main activity:**

- Make words with final consonant blends:
  - **lk** as in m-i-lk
  - **pt** as in sw-e-pt
  - **xt** as in n-e-xt
  - **lt** as in b-o-lt
- Make and spell words with the consonant blend (endings):
  - **lk, pt, xt, lt**

- Word families with:

<i>lk</i>	<i>pt</i>	<i>xt</i>	<i>lt</i>
milk	swept	next	belt
silk	slept	text	felt
yolk	kept		melt
walk			bolt
talk			loft
sulk			lift

#### 4. Sentence cards:

Read sentence cards with the class:

I used milk and an egg yolk to bake.

We felt very hot in the lift.

I will get my text book next week.

- Whole class reads each sentence 3 times
- Encourage individuals/small groups of learners to read the sentences and perform actions
- Learners copy the sentence cards and draw pictures for each sentence in classwork books

#### End the lesson:

- Phonics 5 Activity 2: Word recognition, spelling, making words, reading and comprehension
- Explain Activity 2 in the GGR session

#### Conclusion:

Repeat the chant: “*Skip high, skip low*”

#### Assessment:

##### Assessment Activities

- Making words, word recognition, spelling, reading and comprehension
- Phonics 5 Activity 2 can be used as a Formal Assessment Activity for Term 1

#### Further ideas and resources:

South Africa: DBE EFAL Workbook Book 1 Term 1 & 2 (2022 edition) pages 29–35

## Assessment Activities

Main Activity	What will be assessed?	How will it be assessed?	Recording Tool
Phonemic Awareness and Phonics	<ul style="list-style-type: none"><li>Making and words with the consonant blend endings: sk, lp, lf, lp, pt, xt, lt</li></ul>	Oral and practical, written recording	Activities 1 & 2
	<ul style="list-style-type: none"><li>Word recognition and language usage</li></ul>	Oral, practical and written recording	Activities 1 & 2
	<ul style="list-style-type: none"><li>Reading, comprehension and writing</li></ul>	Oral, practical and written recording	Activities 1 & 2
	<ul style="list-style-type: none"><li>Activities 1 &amp; 2: Formal Assessment Activities for Term 1</li></ul>		