

Grade

1

# Unit 2

## Forming letters



**Lesson objectives:** practise linking sounds to letters and their formation.

**Skill focus:** writing

**Function:** forming letters m to z

### Description

In this activity Ps work in groups and make a letter shape in the damp sand tray. Each P in the group traces over the shape, going a little deeper each time. The object is to get down to the base of the sand tray without the sides falling in.

**Materials:** 5–6 (depending on the number of Ps) trays/plastic containers with damp sand in them so that Ps can make letters with their fingers

### Benefits:

During this activity Ps will:

- practise forming letters
- practise linking sounds to letters
- practise their fine motor control.

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> <li>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</li> <li>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</li> </ol> <p>Pre task</p> <ol style="list-style-type: none"> <li>3. With your back to the class, use your index finger in the air and draw the letter /m/ in the air in front of you using exaggerated movements.</li> </ol> <p>NOTE: Focus on writing the small letter, NOT capital letter. As you draw the letter, say the words: down and up, and around and down and up and around and down.</p> <ol style="list-style-type: none"> <li>4. Turn around and gesture that you want Ps to tell you what sound you have written.</li> <li>5. Praise Ps who say the correct sound.</li> </ol> <p>NOTE: Focus on the sound and NOT the name of the letter.</p> <ol style="list-style-type: none"> <li>6. Gesture to the Ps to follow you and use exaggerated movements to draw the letter /m/ in the air in front of them, saying the sound /m/.</li> </ol> <p>NOTE: Monitor and make sure that Ps are starting the letter in the correct place.</p> <ol style="list-style-type: none"> <li>7. Repeat Steps 1–4 with letters /o/ to /z/.</li> </ol>	T - P
20 mins	<p><b>Main task</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into five groups.</li> <li>2. Give each group a tray/container of damp sand with the letter /m/ traced lightly in the sand.</li> <li>3. Say, <i>Look</i> (touch your eye) <i>and say</i> (touch your mouth). Point to the letter in the tray.</li> <li>4. Praise Ps who answer correctly.</li> <li>5. Use Ps' home language and explain that each P in the group traces over the shape, going a little deeper each time. The object is to get down to the base of the sand tray/container without the sides falling in.</li> <li>6. Monitor Ps in the groups. Make sure Ps are starting the letter in the correct place. Make sure Ps are making the sound of the letter as they trace it. Praise Ps.</li> <li>7. Invite Ps to make their sand flat, ready for a new letter. Elicit what sound comes after /m/.</li> <li>8. Repeat Steps 2-6 with letters /n/ to /z/.</li> </ol> <p>NOTE: At this stage you should provide the model for the letter in the sand. If Ps are progressing well and are confident in their letter formation, they can create their own model to trace on top if in groups.</p>	T-P
10 mins	<p><b>Post task</b></p> <ol style="list-style-type: none"> <li>1. Invite two Ps to the front of the class. Model what you want the Ps to do with an example.</li> <li>2. Use your index finger to draw a /m/ on the back of a P.</li> <li>3. Encourage the Ps to say the sound of the letter.</li> <li>4. Get the Ps at the front to take it in turns to repeat the activity.</li> <li>5. Get the class into pairs. Gesture that one side (left of the class) start to use their index finger to draw a letter on the back of their partner. The partner needs to guess the letter and make its sound.</li> <li>6. Repeat so that the partner can do the activity.</li> <li>7. Say, <i>Bye, class</i>.</li> <li>8. Encourage class to say, <i>Bye</i>.</li> </ol>	P-P

**Assessment:** Select areas of the class to assess at one time. This is part of continual, formative assessment. Take note of Ps who may be struggling to participate in the activities. Monitor and take notes on the Ps who can form and trace letters.

Practical, authentic, whole-class assessment:

1. Work with a pair of Ps using air, palm, or back writing; focus on the formation of the individual letters.