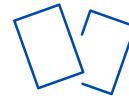


Grade

1

Unit 3

Ascender letters



Lesson objectives: practise ascender letters and linking them to their sounds

Skill focus: writing

Function: forming ascender letters b, d, h, k, l.

Description

This activity involves practising air writing and segmenting and blending three-letter words with ascender letters: b, d, h, k, l and making their sounds. This is a great way to develop confidence in letter formation and practise making their sounds.

Materials: images and/or realia of: box, hat, kid, leg
Letter cards: b, o, x; h, a, t; k, l, d; l, e, g; d, f,

Benefits:

During this activity Ps will:

- practise recognising and forming ascender letters
- practise linking sounds to ascender letters
- spell words using sounds.

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> 1. Use gestures for Ps to stand up. Say, <i>Hi, class.</i> 2. Encourage Ps to stand up and say, <i>Hello, teacher.</i> <p>Pre task</p> <ol style="list-style-type: none"> 3. Display the letter cards on the chalkboard so that the Ps can refer to them. 4. Say, <i>Who can write this sound in the air? /b/</i> 5. Praise any P who air writes the letter /b/. <p>NOTE: If Ps are struggling, get their peers to help them. Praise each P who drew the letter in the air. Get all the class to air write /b/.</p> <ol style="list-style-type: none"> 6. Repeat Steps 3–5 with the sounds /d/, /h/, /k/, /l/. 	T - P
20 mins	<p>Main task</p> <ol style="list-style-type: none"> 1. Display the images/realia around the classroom so that the Ps can see them. 2. Say, <i>Point</i> (model pointing) and say (touch your mouth). <i>Where's the box?</i> 3. Praise Ps who point at it. 4. Say, <i>How many sounds in the word 'box'?</i> Model what you want the Ps to do. Repeat the word and segment the sounds. Clap the number of sounds and use your fingers to show the sounds. 5. Praise Ps who say three and make the sounds /b/, /o/, /x/. 6. Say <i>Write 'box'</i>. With your back to the class, air write the word 'box'. Say the sounds as you air write the letters. <p>NOTE: Do not use capital letters. Keep to lower case only.</p> <ol style="list-style-type: none"> 7. Get all Ps to stand up and air write the letters, saying the sounds as they write. Give support where needed. Praise Ps. 8. Repeat Steps 3–6 with the words: hat, kid, leg. 	T-P
10 mins	<p>Post task</p> <ol style="list-style-type: none"> 1. Invite two Ps to the front of the class. Model what you want the Ps to do with an example. 2. Use your index finger to draw a /d/ on the palm of one P's hand. 3. Encourage the P to say the sound of the letter. 4. Get the Ps at the front to take it in turns to repeat the activity. 5. Get the class into pairs. Gesture that one side (left of the class) starts to use their index finger to draw a letter on the palm of their partner's hand. The partner needs to guess the letter and make its sound. 6. Repeat so that the partner can do the activity. 7. Say, <i>Bye, class.</i> 8. Encourage class to say, <i>Bye.</i> 	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 ascender letters.

Practical, authentic, whole-class assessment:

1. Work with a small group. Say a three-letter blendable word and ask Ps to show you with their fingers how many sounds and then air write the word in front of them.

NOTE: You can use nonsense or unknown words. At this stage you want the Ps to focus on the letter formation of ascenders and identifying the letter and sounds.

Ascenders and /a/	Ascenders and /e/	Ascenders and /i/	Ascenders and /o/	Ascenders and /u/
bat cat	net set	bit sit	cot lot	but cut