

Grade

1

Unit 3

Spelling simple words

Lesson objectives:

Ps will be able to:

- Segment and spell simple consonant-vowel-consonant words

Recycled language:

bag, bed, cat, ten, cap, six, fan, hat, hen, leg, red, sun, van, box, mum,

Materials:

Make: re-use flashcards or word cards from Units 1 to 3 of items with 3 letter words which are blendable: bag, bed, cat, ten, cap, six, fan, hat, hen, leg, red, sun, van, box, mum,

Optional: Grade 1, Unit 1-3 , Lesson 1 to 8, page Pupil's Book

Timings	Stages (script teacher language in the classroom)	Interactions
5 mins	<ol style="list-style-type: none"> 1. Use gestures for Pupil's to stand up. Say, <i>Hi class.</i> 2. Encourage Pupil's to stand up and say, <i>Hello teacher.</i> <p>Warmer:</p> <ol style="list-style-type: none"> 3. Display flashcards on the left of the board and word cards on the right of the board. 4. Say, <i>Let's play I see something beginning with the sound /c/.</i> 5. Praise any P who says 'cat' or 'cap' Invite the P to come to the board and match the flashcard and word card. 6. Repeat with other sounds: /b/ (bad, bed, box), /t/ (ten), /s/ (six, sun), /f/ (fan, /h/ (hen), /l/ (leg), /r/ (red), /v/ (van), /m/ (mum) <p>NOTE: play this game often, the more the Ps hear the initial sounds of words the quicker they will get at recognising them</p>	T - Ps
15 mins	<ol style="list-style-type: none"> 1. Say, <i>Let's play Shark Attack.</i> Choose one of the 3 letter words on the board. Do not tell the Ps what it is. 2. Draw three lines in the middle of the board 3. Say, <i>look at the words. Tell me sound in English.</i> <p>NOTE: this is a version of a game called Hangman. It has been modified but you can modify it again with the same idea. Basically, each incorrect sound the Ps give you, you draw another part of an item and write the incorrect letter on the board. See photo 1 below as an example.</p>	

- 4.If Ps give you a sound that is in your chosen word. Write it on the line.
- 5.If Ps give you a sound which is not in your chosen word, write the letter on the side and start drawing.
- 6.Continue until one of the Ps guesses the right word or all the letters are guesses and the P can say the word.

Assessment: select areas of the class to assess at one time. Monitor, support and assess when the Ps are practising an activity. This is part of continual, formative assessment. Take notes of Ps who may be struggling to letters and sounds. At this age, Ps are still developing two languages in parallel.

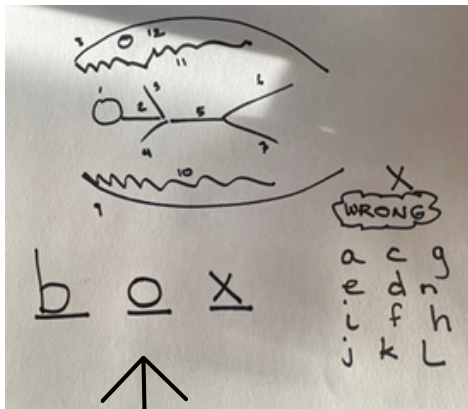
Practical, authentic whole class assessment: Play Shark Attack (or your version of it) and make notes on any sounds the Ps have problems with so you can practice them more.

Teacher's notes [add notes here about the lesson you have just given]:

What went well

What needs to be practised more

Photo 1



There are two drawings. A person swimming and a shark who attacks the swimmer.

The numbers are the order of the strokes: 1 is a head, 2 is a neck, 3 and 4 are the arms, 5 is the body, 6 and 7 are the legs; 8 is the top of the shark, 9 is the bottom of the shark, 10 are the bottom sharks teeth, 11 are the top sharks teeth, and 12 is the shark's eye.

These are the incorrect letters guessed by the Ps. You need to write them down so they don't repeat them.

These are the 3 lines showing the letters. As the Ps get the correct letters you write them on one of the lines.