

**GRADE 1 UNIT 1 READING ACTIVITY**



**Skill focus:** listening and reading

**Lesson objectives:**

- Ps will listen, read and recognise letters when they hear the sounds (/a/ to //);
- Ps will segment words when they hear them so they can spell words;
- Ps will blend letters in words so that they can read them aloud

**Materials:** carton letter cards /a/ to // (lower case only) and bottle-top letter resources, one set for each group of four. A class of 40 will need ten sets. A class of 80 will need 20 sets. Keep them in separate small plastic bags. See photos 1 and 2 below.

**NOTE:** This resource will be used multiple times, and you could encourage the parents to collect bottle tops so that the Ps have their own set.

**Description:**

This is an excellent activity for students to practise matching sounds with letters and begin the process of blending. Working in groups Ps will listen to a sound and they have to find its letter. When they have more than one letter they must blend the sounds to make two- to three-letter words.

**Benefits:**

During this lesson Ps will:

1. read letters
2. segment sounds in words to spell them
3. listen to sounds and read the letters
4. read letters to blend sounds to make a word
5. work in groups.

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><b>Pre task</b></p> <ol style="list-style-type: none"> <li>3. Put the class into groups of four. Give out a set of carton or bottle-top letters /a/ to // for the group to work together.</li> <li>4. Say, <i>Listen to the word. Find the letters. Make the word</i>. Model what you want the Ps to do with an example, using the table below (which is not complete but gives you some combinations to try).</li> <li>5. Say, <i>/af/</i>. <i>How many sounds can you hear? Find the letters, spell the word</i>.</li> </ol> <p><b>NOTE:</b> DON'T rush this stage. Ps need to practise hearing sounds in words (segmenting) so that they can link them to letters and spell words.</p> <p>Praise the groups which got the correct letters.</p> <ol style="list-style-type: none"> <li>6. Repeat with other two-letter words. Do some VC and then CV.</li> </ol>	T – Ps

7. When you think the Ps have mastered the two-letter words, try three-letter words.

Table 1

2-letter words						3-letter words					
CV	VC	CV	VC	CV	VC	CVC using /a/			CVC using /i/		
ba	ab	be*	eb	bi	ib	bab	cab	dab	bib	dib	fib
ca	ac	ce**	ec	ci**	ic	bac	cac	dac	bic	dic	fic
da	ad	de	ed	di	id	bad	cad	dad	bid	did	fid
fa	af	fe	ef	fi	if	baf	caf	daf	bif	dif	fif
ga	ag	ge	eg	gi	ig	bag	cag	dag	big	dig	fig
ha	ah	he*	eh	hi	ih	bah	cah	dah	bih	dih	fih
ja	aj	je	ej	ji	ij	baj	caj	daj	bij	dij	fij
ka	ak	ke	ek	ki	ik	bak	cak	dak	bik	dik	fik
la	al	le	el	li	il	bal	cal	dal	bil	dil	fil

**NOTE:**

\* DON'T be tempted to teach the be/he/me/she/ word family.

\*\* AVOID this combination as the /c/ sound changes to /s/ when the letters /e/ or /i/ are included.

20 mins

**Main task**

1. Keep the class in groups of four.
2. Say, *Listen to the sounds. Find the letters. Blend them together.*

**NOTE:** Segmenting sounds in words helps with spelling. Blending sounds to make words (decode) helps with reading aloud.

3. Say, *Listen and blend. /b/ PAUSE /i/.*
4. Monitor and check the learning resources and words made.
5. Say, *Who can say the word?*
6. Praise any Ps who can say the word.
7. Repeat Step 3 with three-letter words when the Ps get faster.

**NOTE:** Learning to read takes time and practise, so be patient. When Ps become faster at blending two-letter words, then go to three-letter words. BUT ONLY use sounds of letters that the Ps have been introduced to.

8. Take in the word cards and bottle tops. Distribute one set to the groups so that each group has four cards or bottle-top letters each, e.g. there are 12 letters between /a/ to /l/, so if you have ten groups of four (40 Ps), you need two sets of carton letters and two sets of bottle tops.

**NOTE:** Make sure that each P has a letter card or bottle top so that they can take an active part in the next activity.

T – Ps

Table 2		1	2	3	4	5	6	7	8	9	10
Groups of four (class 40)											
Letters		SET 1			SET 2			SET 3			SET 4
		a,b,c,d	e,f,g,h	i,j,k,l	a,b,c,d	e,f,g,h	i,j,k,l	a,b,c,d	e,f,g,h	i,j,k,l	a,b,c,d

9. Write the numbers 1 to 10 (for a class of 40) on the board. Create some excitement by making this a bit of a competition between the groups.

10. Model what you want the Ps to do with an example.

11. Say, *Look at your card or bottle top. Who has the sound /c/?*

12. Encourage the Ps with the letter /c/ to stand up with their card or bottle top. Check and praise the Ps.

**NOTE:** You may have to model this game a few times until the Ps understand what to do. It is really important that all the Ps have got a sound/letter. The rest of the group can help them, but only the person who has the card/bottle top should stand up.

13. Repeat Step 11. Give a mark to the first group to have a correct answer.

14. Go through all the letters out of order.

15. If the Ps are enjoying the game, you can try the game with two sounds, and if you are brave three sounds, so that there is a P in each group standing up.

**NOTE:** You may be concerned about noise level. The Ps will be excited, so you need to set some rules about not shouting out and you need to have a signal so that all the Ps stop what they are doing and are quiet.

10 mins	<p><b>Post task</b></p> <p>1. Model what you want the Ps in their groups to do. Call out a word from a combination of the groups, e.g. b,e,k so that one P from each group will have to stand up. This will practise segmenting the sounds in a word.</p> <p><b>NOTE:</b> Focus on the sound of the letter and NOT the name of the letter at this stage.</p> <p>2. Repeat Step 1 using words in Table 1 above.</p>	T – Ps
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**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 conceptualise sounds in English. At this age, Ps are still developing the concept of sounds in language, made more challenging by learning two languages at the same time.

Practical, authentic, whole-class assessment:

- 1) Display two-letter words in English and Ps find the letters in an assessment set, e.g. /ca/. (Skill assessed: reading and counting number of sounds)

- 2) Call out a three-letter word using the letters and sounds that the Ps have been introduced to and get Ps to segment the sounds they hear, e.g. bed, dad, cab, fed. Ps use their assessment set to find the letters. (Skill assessed: listening, counting number of sounds and reading the letters)

NOTE: DON'T use sounds the Ps have not been introduced to; focus on the letters and sounds /a/ to /l/.

Photo 1

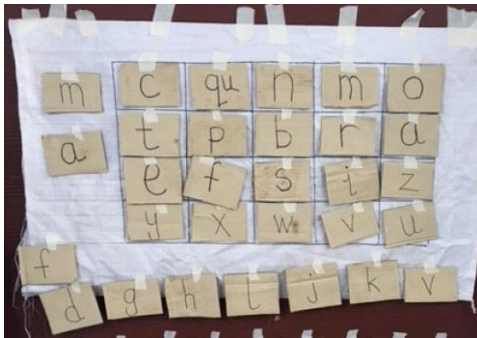


Photo 2

