

Grade

3

Unit 3

Phonemes



Skill focus: writing

Lesson objectives:

- to hear the spelling patterns ir/ur and blend phonemes to write words
- to introduce Ps to the **look, say, write, cover and write, and check** technique
- to recognise the same spelling patterns in different words
- to write sentences using words with ir/ur

Description:

Ps will listen to phonemes and associate the letters with the sounds to help them write words correctly. They will understand the meaning of words using the spelling patterns ir/ur to be able to put them into sentences.

Materials:

Phonic sound/phoneme cards: g, sh, r, l, t, s, k, n, h, p
 Spelling pattern digraph sound cards: ir/ur
 Word cards: girl, shirt, skirt, turn, hurt, purple
 High-frequency word cards: the, is
 A **look, say, cover and write, and check** template
 Realia: a girl pupil, a shirt, a skirt, a purple pencil (or any other purple object)

Benefits:

During this activity Ps will

- practise blending phonemes to help them write words
- increase their confidence in reading and writing
- learn a technique for spelling words
- discover a technique they can practise outside the classroom with their family.

Timings	Stages	Interactions
10 mins	<p>Pre task: blending sounds</p> <ol style="list-style-type: none"> 1.Say, <i>Good morning/afternoon, children.</i> 2.Encourage Ps to say, <i>Good morning/afternoon, teacher.</i> 3.Point to a girl in the class and say, <i>A girl.</i> Encourage Ps to repeat. Ps say, <i>A girl.</i> 4.Say, Listen. Say, g ir l. Ps repeat, g ir l. Show three fingers and encourage Ps to do the same. Ps show three fingers and say, <i>Gir l.</i> Say, <i>G</i> and hold up one finger, then <i>ir</i> and now hold up two fingers. Say, <i>L</i> and hold up the third finger. Now say, <i>Girl</i>, and bring all three fingers together. Encourage Ps to do the same. 5.Show the word card 'girl' and say, <i>Read.</i> Ps say, <i>Girl.</i> 6.Point to a P wearing a skirt and say, <i>What's this?</i> Ps say, <i>A skirt.</i> Model the word for pronunciation if the Ps don't know it. Say, <i>A skirt.</i> Ps repeat. Ps say, <i>A skirt.</i> 7.Repeat Steps 4 and 5 with 'skirt', using four fingers, one for each sound – s k ir t. 8.Point to a P wearing a shirt and say, <i>What's this?</i> Ps say, <i>A shirt.</i> 9.Repeat Steps 4 and 5 with 'shirt' using three fingers, one for each sound – sh ir t. 10.Now repeat with the other three words: 'turn' (use hand movements to show 'turn' when saying the word and encourage Ps to mimic you) – use three fingers t urn, then 'hurt' (pretend you are hurt when you say the word and encourage Ps to mimic you) – use three fingers h ur t, then 'purple' (show Ps a purple pencil when saying the word) – use four fingers p ur p le. 	<p>T-Ps Ps-T T-Ps Ps-T Ps-T T-Ps T-Ps Ps</p>
20 mins	<p>Main task</p> <ol style="list-style-type: none"> 1.Say, <i>Let's do some writing</i> and use gestures to indicate a writing activity is going to start. 2.Say, <i>Take out your notebooks.</i> Say, <i>Look</i> (put your hands above your eyes to gesture looking). Say, <i>Say</i> (do a speaking action with your hand). Say, <i>Write</i> (do a writing gesture with your hand). Say, <i>Cover</i> (put your hand flat to show you are covering your book). Say, <i>Check</i> (turn your hand over to show you are looking again at your book). 3.Show the Ps your 'Look, say, write, cover and check' template and say, <i>Copy in your notebooks.</i> Ps draw four vertical lines in their notebooks, then write the headings: <i>Look/Say/Cover</i> and <i>write/Check.</i> Ps copy the template in their notebooks. 4.Show the word card 'girl'. Say, <i>Write 'girl'.</i> Point to the first column, 'Look', and write 'girl'. Ps write the word 'girl' on their sheet. Monitor and help Ps to write in the right place. 5.Continue with all the words – skirt, shirt, turn, hurt, purple. 6.Say, <i>Look.</i> Ps look at the words in the Look column. Say, <i>Look and write. Look carefully at the letters and words and write the words again in the next column under the 'Say' heading.</i> Show the Ps your model. Ps write the words again. 7.Say, <i>Say.</i> Say each word, as in Steps 4 and 5 of the pre task. Say, <i>G ir l</i> so that Ps can hear the separate sounds. Ps say, <i>G ir l.</i> Say, <i>Girl.</i> Ps say, <i>Girl.</i> 8.Repeat with all the words. 9.Say, <i>Cover.</i> Cover the words 'girl' with your hands and say, <i>No peeking!</i> Say, <i>Write.</i> Write the word 'girl' in the next column under the heading 'Cover and write'. Say, <i>Write g irl.</i> Say, <i>Write girl.</i> Ps cover the words 'girl' and write in the next column. Give Ps time to write. Monitor and help. 10.Say, <i>Check!</i> Turn your hand over and look at the words 'girl' to check your spelling. Clap your hands to show you were right. Say, <i>Check.</i> Ps move their hands and check spellings. 11.Say, <i>Is it right?</i> Show a thumbs-up sign and clap your hands. Ps clap if it's right. If the word is right, gesture to put a big tick or draw a star in the air for the check column. 12.Show a thumbs down and say, <i>Look, say, write again,</i> using gestures to help Ps understand. Give Ps time to check and correct. Monitor and help. 13.Repeat with all the words to help Ps learn the technique. 	<p>T-Ps T-Ps Ps Ps Ps Ps-T T-P Ps T-Ps Ps</p>

10 mins	<p>Post task</p> <ol style="list-style-type: none"> 1. Say, <i>Let's write a sentence</i> and gesture that another writing activity is going to start. 2. Say, <i>The girl is hurt</i>. Point to the girl and make a gesture for hurt. Ps repeat. Ps say, <i>The girl is hurt</i>. 3. Say, <i>Write 'The girl is hurt'</i>. Show word cards for The and is if Ps need help. Point to their look, say, cover words to help them write their own sentences. Give Ps time to write the sentence and monitor and help. 4. Say, <i>ir/ur</i> sound. Then say, <i>Girl</i>. Say, <i>Can you hear ir/ur in 'girl'?</i> Say, <i>Hurt</i>. Say, <i>Can you hear ir/ur in 'hurt'?</i> <i>Is it the same sound?</i> Ps say, <i>Yes</i>. Give the Ps time, as it is sometimes difficult to hear the sounds at first. Encourage Ps to say the sounds <i>ir/ur</i>. 5. Say, <i>Circle the ir/ur sound in 'girl' and 'hurt'</i>. Show the <i>ir</i> and <i>ur</i> cards and gesture drawing a circle around them. 6. Say, <i>Is it the same spelling?</i> Ps say, <i>No</i>. Say, <i>Is it the same sound?</i> Ps say, <i>Yes!</i> 7. Say, Remember the correct spelling. Say, <i>Look, say, cover and write, and check!</i> using the gestures. Encourage Ps to repeat. Ps say, <i>Look, say, cover and write, and check!</i> 8. Say, <i>Bye, class!</i> 9. Encourage class to say, <i>Bye</i>. 	<p>T-Ps</p> <p>Ps</p> <p>T-Ps Ps-T</p> <p>Ps-Ps</p>
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Assessment: Monitor throughout the lesson while the Ps are writing. Encourage and praise. Note the names of Ps who finish quickly, and say, *Write some more sentences or Help your friends*. Note the names of Ps who find it difficult and give extra help. Ps can use the *Look, say, cover and write, and check* sheets to learn new vocabulary words, especially with the same spelling patterns.