

Grade

**1**

# Unit 1

## Recognise letters and sounds

**Lesson objectives:** recognise letters and sounds (a to l lower case)

**Skills:** listening, speaking and reading

**Function:** blending sounds together to read aloud; segmenting sounds in words for spelling

**Target language:**

/a/ as in apple

/b/ as in bed

/c/ as in cat

/d/ as in desk

/e/ as in egg

/f/ as in flag

**Target language:**

/g/ as in gate

/h/ as in hat

/i/ as in insect

/j/ as in jam

/k/ as in kick

/l/ as in lamp

**Materials:** carton letter cards (a to l); carton flashcards for cognates (المتشابهون) OR carton poster with letters and cognates. See photos 1 and 2 below.

NOTE: Teachers need teaching resources. If they are not provided with the programme, the teacher needs to make them from sustainable resources, e.g. recycled carton (الكرتون المعاد تدويره) and/or plastic sacking (أكياس بلاستيكية).

**Rationale:** 'Cognates' (المتشابهون) are pictures of items which help Ps to link letters and sounds, e.g. /a/ and apple. Once the Ps have been introduced to this idea, they can start their own sound book in a notebook. Helping the Ps to take some responsibility for their own learning, even at Grade 1, is really important. As they are introduced to new words, they can add them to their sound book.

Another way of learning new vocabulary is to have separate pages in a notebook for lexical sets (مجموعة معجمية), e.g. Unit 1:

colours	body	animals	numbers		furniture	food	school	clothes
black	leg	cat frog hen insect	1 2 3 4 5	6 7 8 9 10	door bed lamp fan desk	apple jam	bag fan pen	cap

Timings	Stages (script teacher language in the classroom)	Interactions
10 mins	<p>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</p> <p><b>Warmer</b></p> <p>3. Display the flashcards or letter cards you have made with cognates (المتشابهون) introduced in Lessons 1 to 8 (letters and visuals from /a/ to /l/) around the room.</p> <p>NOTE: It is really important that the flashcards and/or letter cards are spaced around the room so that it is clear where the Ps are pointing to.</p> <p>4. Say, Let's play I say, you point! Model what you want the Ps to do with an example.</p> <p>5. Say, /b/. <b>[SAY THE SOUND, NOT THE NAME OF THE LETTER.]</b></p> <p>6. Praise any Ps who point to the letter card/flashcard with picture of bed.</p> <p>7. Repeat with other sounds /a/ to /l/.</p>	T – Ps
20 mins	<p>1. Say, <i>Let's play a game!</i> Model what you want the Ps to do with an example.</p> <p>2. Say, <i>Let's play I see something beginning with the sound /c/.</i></p> <p>3. Praise any Ps who say 'cat' or anything else reasonable starting with /k/ sound that is in the room. Also praise any Ps who say a word not in the room but does have that sound.</p> <p>NOTE: Be prepared for Ps to come up with words which they may have picked up elsewhere, e.g. radio, television or internet. Possible answers not introduced in coursebook but may be known: coat, cap, car, kick, candy.</p> <p>4. Repeat with other sounds.</p> <p>5. Ask for volunteers to be the teacher.</p> <p>NOTE: You can do this with an individual P or a pair of Ps who come to the front of the class. Or a group who take it in turns and stand up where they are if you don't want them to move.</p> <p>6. Ask P which game they want to play. Help them to play either 'I say, you point' or 'I see something beginning with the sound ?'</p> <p>7. Repeat with new Ps or a new group.</p> <p>NOTE: To make this more exciting, put the class into groups. They get marks if the whole of their group point correctly or come up with a word with the correct sound.</p> <p>8. Model what you want the Ps to do with an example. Invite two Ps to the front of the class. Put one in front of the other. Using your index finger, draw a lower-case (small) letter on the back of the one at the front.</p> <p>9. Encourage the P at the front to say what the sound is.</p> <p>NOTE: Point to the letter cards around the room to help the Ps with the shape of the letter.</p> <p>10. Repeat with the P at the back drawing a letter using their index finger.</p> <p>11. Ps change roles; the P at the front goes to the back and repeats.</p> <p>12. Put the class into pairs (all Ps on the left side of shared desks are at the front of a pair).</p> <p>13. Monitor and support.</p>	<p>T – Ps</p> <p>Ps – Ps</p>

