

Grade

1

# Unit 2

## Formation of letters

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**Lesson objectives:**

Ps will be able to:

- hear sounds in words
- segment sounds in words so that they can spell them
- practise letter formation of letters in target words.

**Skills:** listening, saying, reading, writing**Function:** spelling**Recycled language:**letters and sounds /a/  
to /l/; cap, hat, frog;  
writing lower case /a/  
to /g/**Target language:** cap,  
hat, frog**Materials:** Reuse or make carton letter cards: c, a, p, h, t, f, r, o, g, e – see photo 1 below as samples.**NOTE:** The letter cards have to fit in the writing frame, so make sure they are the right size.

Make or reuse carton flashcards: cap, hat, frog – see photo 2 as examples of line drawings

Make or reuse writing frame – see photo 3 below

Optional: Grade 1, Unit 2, Lesson 4, page 24 Pupil's Book

**Rationale:** Learning to spell needs to be taught by understanding the link between letters and sounds. Learning to write needs to be taught as well by using a framework to scaffold (Arabic) the Ps as their fine motor skills (Arabic) develop.

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 Pupil's to stand up and say, <i>Hello, teacher.</i></li> </ol> <p><b>Warmer</b></p> <ol style="list-style-type: none"> <li>3. Display carton flashcards around room.</li> <li>4. Say, <i>I see something beginning with the sound /f/.</i></li> <li>5. Praise any P who points to the flashcard of the frog or anything else reasonable, e.g.foot, feet, finger, four, five.</li> <li>6. Repeat with sounds /c/ (cap), /h/ (hat, head, hair).</li> </ol>	T – Ps
20 mins	<ol style="list-style-type: none"> <li>1. Display flashcards on the left side of the board.</li> <li>2. Display letter cards on the right side of the board.</li> <li>3. Say, <i>Let's segment (Arabic) these words.</i></li> <li>4. Say, <i>Cap. Who can find me the picture of a cap?</i></li> <li>5. Praise any P who volunteers to find the flashcard of the cap.</li> <li>6. Say, <i>Listen and say. Cap.</i> Encourage the Ps to repeat the word.</li> <li>7. Say, <i>Cap. How many sounds can you hear?</i> Model what you want the Ps to do with an example. Show the fingers of your hand.</li> <li>8. Say, <i>Cap. c – a – p.</i> Show one finger at a time as you say the sounds. Encourage the Ps to show three fingers.</li> <li>9. Say, <i>How many sounds can you hear?</i> Encourage the Ps to show three fingers.</li> <li>10. Praise any P who says, Three.</li> <li>11. Repeat Steps 3–10 with words: hat (three sounds), frog (four sounds), egg (two sounds).</li> <li>12. Display writing frame in the middle of the board.</li> <li>13. Say, <i>Cap. Who can find me the letters for these sounds?</i> Point to the letter cards.</li> <li>14. Praise any P who finds letters: c, a, p. Encourage the P to place the letter cards in the correct lines on the writing frame.</li> <li>15. Repeat Steps 12 to 14 with words: hat, frog.</li> <li>16. Remove the letter 'f' from word 'frog' on the writing frame.</li> <li>17. Say, <i>What's missing? Who can write the missing letter in the air?</i> (Mime air writing.)</li> <li>18. Praise any P who air writes letter 'f'.</li> <li>19. Say, <i>Let's write together.</i> With your back to the Ps, air write with exaggerated movements and narrate as you draw.</li> <li>20. Say, <i>Around, down, across.</i></li> </ol> <p><b>NOTE:</b> A strong recommendation is to use a font for letter 'f' that makes it an ascender only.</p> <p>Repeat Steps 16 to 20 with words: cap (remove letters 'a' or 'c' only); hat (remove letters 'h' or 'a' only).</p>	
10 mins	<p><b>Closure</b></p> <ol style="list-style-type: none"> <li>1. Say, <i>Listen and say. In.</i> Encourage Ps to repeat.</li> <li>2. Say, <i>How many sounds in this word? In.</i></li> <li>3. Praise any P who says, Two.</li> <li>4. Say, <i>What sounds can you hear? In.</i></li> <li>5. Praise any P who says, i – n.</li> <li>6. Repeat with words: is, it, an, am, at.</li> <li>7. Say, <i>Bye, class.</i></li> </ol> <p>Encourage class to say, <i>Bye.</i></p>	T – Ps

**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 note of Ps who may be struggling to link letters and sounds, hearing number of sounds, letter formation. At this age, Ps are still developing two languages at the same time, so it takes practice.

Practical, authentic, whole-class assessment:

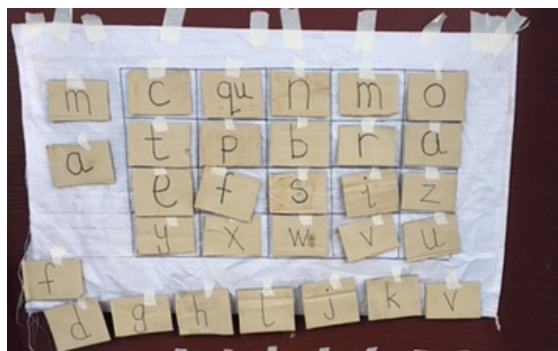
1. How many sounds can you hear? NOTE: This practises segmenting for spelling.
2. What's the missing letter? NOTE: Identifying missing letter/sound  
Write the letter. NOTE: Using the correct lines for writing the missing letters

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

What went well

What needs to be practised more

**Photo 1**



**Photo 3**



**Photo 2**

