

Grade

1

Unit 2

Matching letters with sounds

Lesson objectives:

Ps will be able to:

- recognise letters and link them to a sound
- start to blend letters and sounds to decode (Arabic) words.

Recycled language:

letters and sounds /a/ to /l/

Target language: /m/ and /n/

Materials: Make: carton letter cards for letters: a to n

Make or reuse: flashcards for cognates (Arabic) a to n (see Unit 1 lesson 8 for Grade 1 cognates): /a/ apple, /b/ bed, /c/ cat, /d/ desk, /e/ egg, /f/ flag/fan, /g/ gate, /h/ hat, /i/ insect, /j/ jam, /k/ kick, /l/ lamp, /m/ man, /n/ neck

Optional: Grade 1, Unit 2, Lesson 1, page 9 Pupil's Book

Timings	Stages	Interactions
5 mins	<ol style="list-style-type: none"> 1. Use gestures for pupils to stand up. Say, Hi, class. 2. Encourage Pupil's to stand up and say, Hello, teacher. <p>Warmer</p> <ol style="list-style-type: none"> 3. Display letter cards /a/ to /l/ on the left side of the board. 4. Display flashcards on right side of the board. 5. Say, Who wants to match a letter and picture? 6. Praise any P who volunteers and matches a letter card and a flashcard with its cognate. 	T - Ps
15 mins	<ol style="list-style-type: none"> 1.Say, Let's blend (Arabic) and make words! 2.Say, Who can find me the letter /j/? <p>NOTE: It's important to say the sound of the letter and not the name.</p> <ol style="list-style-type: none"> 3.Repeat with /a/ and /m/. 4.Display all three letters on the board with spaces between them 5.Draw an arrow from left to right above the letters. <div style="text-align: right; margin-right: 50px;"> </div>	T - Ps

6. Say, Listen and say. j a ... ja

NOTE: Blend the consonant and vowel sounds together first and then the consonant-vowel-consonant.

7. Praise the Ps as they blend the two sounds. You could use your fingers to show the sounds being blended.

8. Say, Listen and say. ja m ... jam

9. Praise the Ps as they blend the three sounds.

10 .Say, Jam. Who can find me the picture of jam?

11 .Praise any P who volunteers to point to the flashcard of jam.

NOTE: It is important for the Ps to not only decode (Arabic) but also encode (Arabic) and make meaning of the text.

12. Repeat Steps 2 to 10 with any of the following words: bed, cat, fan, hat, man.

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. At this age, Ps are still developing their literacy skills in two languages.

Practical, authentic, whole-class assessment:

1) Notice any letters and sounds which the Ps have difficulty remembering, so that these can be recycled more often.

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

What went well

What needs to be practised more