

1 OBJECTIVES

1. Students will be able to identify, write and sound out the letters G,O,L,F,U,B,and C
2. Students will be able to form at least eight 2 and 3 letter words and non-words by blending sounds (with letters from this and last week)
3. Students will be able to read, write, spell and identify at least five expressions and/or animals
4. Students will be able to identify letters and sounds in stories

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Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
Review: S,A,T,P,I,N (pg. 6; LTM)	Review: S,A,T,P,I,N (pg. 6; LTM)	Review: S,A,T,P,I,N (pg. 6; LTM)	Review: S,A,T,P,I,N (pg. 6; LTM)	Review: S,A,T,P,I,N (pg. 6; LTM)
Teach: G,O (pg.7; LTM)	Teach: G,O,L (pg.7; LTM)	Teach: G,O,L,F,U (pg.7; LTM)	Teach: G,O,L,F,U,B,C (s/k) (pg.7; LTM)	Teach: G,O,L,F,U,B,C (s/k) (pg.7; LTM)
Vocab (expressions): happy, sad, angry, scared (pg.8; LTM)	Vocab (expressions): tired, sleepy, happy, fine (pg.8; LTM)	Vocab (animals): tortoise, rabbit, goat, mouse, frog, worm, fox, ant, horse (pg.8; LTM)	Vocab (animals): donkey, tiger, elephant, lion, snail, zebra, monkey, wolf (pg.8; LTM)	Vocab (animals): squirrel, dog, bull, cow, tilapia, snake, cat, lizard (pg.8; LTM)
Stories: A Happy Child (pg.8; LTM)	Stories: A Happy Child (pg.8; LTM)	Stories: Zoo Manners (pg.8; LTM)	Stories: Zoo Manners (pg.8; LTM)	Stories: Zoo Manners (pg.8; LTM)
Resources (LRM): 1. Teach; pg. 20 2. Vocab; pg. 47 3. Stories; pg. 54	Resources (LRM): 1. Teach; pg. 20 2. Vocab; pg. 47 3. Stories; pg. 54	Resources(LRM): 1. Teach; pg. 20,21 2. Vocab; pg. 47 3. Stories; pg. 57	Resources (LRM): 1. Teach; pg. 20,21 2. Vocab; pg. 47 3. Stories; pg. 57	Resources (LRM): 1. Teach; pg. 20,21 2. Vocab; pg. 47 3. Stories; pg. 57

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Assessment

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1. Ask students to identify, write and sound out the letters from G,O,L,F,U,B,C (s/k)
2. Ask students to form at least eight 2 and 3 letter words and non-words by blending sounds (with letters from this and last week)
3. Ask students to read, write, spell and identify at least five emotions and/or animals.

Lesson Planning

Lessons should be written in exercise books and must include the following sections

1. Materials

List out all of the materials you will need to successfully complete the lesson. This should include everything from a pen to check pupil work to chalk for writing on the board to letter cards and books you will use during the lesson. This is important to ensure flow

2. Objectives

The objectives, labelled (1) in the example above, are given for the entire week. However you are responsible for breaking that down into daily objectives. For example the following table shows how you can change the objectives for the week into something more befitting of the day. Make sure to write objectives on the chalkboard or read them aloud so pupils can hear what they will expected to learn for the day.

Weekly Objective	Monday Objective
<ul style="list-style-type: none">Pupils will be able to identify, write and sound out the letters G,O,L,F,U,B,and C	<ul style="list-style-type: none">Pupils will be able to identify, write and sound out the letters G and O
<ul style="list-style-type: none">Pupils will be able to form at least <u>eight</u> 2 and 3 letter words and non-words by blending sounds (with letters from this and last week)	<ul style="list-style-type: none">Pupils will be able to form at least <u>two</u> 2 and 3 letter words and non-words by blending G and O (with letters from last week S,A,T,P,I,N)
<ul style="list-style-type: none">Pupils will be able to read, write, spell and identify at least <u>five</u> expressions and/or animals	<ul style="list-style-type: none">Pupils will be able to read, write, spell and identify at least <u>two</u> expressions
<ul style="list-style-type: none">Pupils will be able to identify <u>letters and sounds</u> in stories	<ul style="list-style-type: none">Pupils will be able to identify <u>G and O</u> in the story "A Happy Child"

3. Opening

The opening is the chance teachers have to let pupils know what they will be learning using child friendly language (ie. Today you will learn how to know, say and write the letters 'G' and 'O' and use them to make words so you become better readers). Teachers can then use this to review old materials and find out what pupils may already know about.

4. Teach and Learn

Give a short lecture (about 5 minutes) on the information you are presenting. Then model (show) pupils how they will complete the activities you will be doing with them during the lessons.

5. Practice and Do

Do two to five rounds of the activity with the pupils (We Do). Allow pupils to work in small groups or pairs to do five to seven rounds of the activity with each other (You Do). Make sure to walk around during the “You Do” portion to ensure everyone is getting a chance to do the activity and help their peers who may be confused. The number of “We Do” rounds should decrease as you move up one level.

6. Vocabulary

Write vocabulary words for the day on the board. Be sure to include ones from previous days in order to refresh pupils of old words they have learned

7. Stories

8. Assessment

SAMPLE LESSON PLAN IN EXERCISE BOOK

Date:

Materials: Letter Cards. Slates.

Objective (Read Them Aloud):

- Pupils will be able to identify, write and sound out the letters G and O
- Pupils will be able to form at least two 2 and 3 letter words and non-words by blending G and O (with letters from last

Opening:

- Sing alphabet song
- Review S,A,T,P,I,N (have them identify

Teach:

I do

- **Activate:** Write "G" and "O" on the board and ask pupils if they know the letter
- Say letter and sounds over and over, and give examples of things with the letters "Goat" "Office" "Gorilla" "Oval" etc.

— Show pupils how to fill the blending chart (with G,O, S,A,T,P,I,N)

— Break them into groups and let them continue to fill the chart

— Walk around to make sure everyone is on task

— Have some of them read their charts aloud

You Do

— Use the slate to have them write down words I say aloud like "ga" "at" "go"

— Write two/ three letter words on the board and call on each person one by one to blend the sounds in front of the class

Vocabulary: