

LESSON PLAN - Coversheet

Lesson 1 - /s/

MAIN LESSON AIM(S)

To teach the letter s and its sound as well as introduce students to the classroom environment

SUBSIDIARY AIM(S)

To develop students' speaking skills through the context of Summer, Letterland Characters and the letter /S/


PERSONAL AIM(S)


teacher-specific

ASSUMPTIONS


The students will have average skills in reading, writing, listening and speaking for their age. They may need assistance in various areas.

Stage/time	Aim(s)	Procedure	Interaction
Intro Video and Media (Highlighting Target Language)	To highlight the target language so that learners are focused on it.	<p>Material: Introductions Video https://www.youtube.com/watch?v=zMdq9jSaNLg Sammy Snake Song, https://www.youtube.com/watch?v=frLPWGdq3Kk phonics toys</p> <p>1. Students sit down in a circle and say hello to the teacher and other students / say good morning (I use the birthday song "good morning to you, good morning to you, good morning, good morning to you" (3min)</p> <p>2. Introduce selves and the letterland character - - Watch Introduction video https://www.youtube.com/watch?v=zMdq9jSaNLg</p> <p>" Lyrics: Hello, Hello, What's your name? Hello, Hello, What's your name? My name is Noodle. My name is Blossom. Nice to meet you. Hello, Hello, What's your name? Hello, Hello, What's your name? My name is Cheesy. My name is Broccoli. Nice to meet you. Hello, Hello, What's your name? Hello, Hello, What's your name? My name is Jelly. My name is Kernel. Nice to meet you! Let's be friends!"</p> <p>Sing the song a capella eliciting responses to gather children's names (3min)</p> <p>3.</p>	<p>1.T-S-T 2.T-S S-T 3. T-S S 4 T-S S-T</p>


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		<p>“Now we’re going to meet a new friend” Show the <u>Sammy Snake</u> video and do the *action https://www.youtube.com/watch?v=frLPWGdq3Kk Watch it twice singing along the second time (2min)</p> <p>Sammy Snake says ‘sss...’ in words, hissing all the time.</p>  <p>Sammy Snake says ‘sss...’ in words, hissing all the time.</p> <p>Hissing with a ‘sss..., sss...’, hissing with a ‘sss...’.</p> <p>Sammy Snake says ‘sss...’ in words, he’s hissing all the time.</p>	
		<p>4.</p> <p>Take out the ’s’ phonics toys. Say that you are going to put the toys down but not to touch them yet - introduce them as you do so. Put them behind a spot, on a marker of some type, where the students will land after falling down, because we are going to play Ring around the Rosy.</p>	

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		<p>[Ring around the rosy, a pocket full of posies. Ashes, ashes, we all fall down.] Tell the students that they can pick up the toy behind them after they fall.</p> <ul style="list-style-type: none"> - Play the game and student picks up the toy. Ask the students one question about the toy and they can put it back. - Play and sing again as many times as desired, up to all toys being selected.(6min) 	
Phonics (Clarifying Target Language)	<ul style="list-style-type: none"> - Clarifying meaning so that learners understand it - Clarify the pronunciation so that learners know how to say it - Clarify form so that learners know how to construct it - To practice fine motor skills associated with 	<p>MFP (Meaning, Form, Pronunciation) focus</p> <p>Materials: Letterland 's' giant flashcard, rhyming flashcards, Letterland Worksheet white board writing implements</p>  <p>1. Giant Flashcard - Show the students the flashcard and describe it. Can ask quest about it. Allow them to interact with the card.(1 min)</p> <p>2.</p>	<ul style="list-style-type: none"> - 1.T-S, S 2. T-S S-T 3. T-S S 4. S

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	language and the current sound	<p>Memory sound - Using cards that have the letter sound on them, revise the sounds on the flashcards (or not for more advanced students) and flip them over. Call out the one you want the student to find. You can add more cards for more of a challenge. (3min)</p> <p>3. White board. Show students how to write the letter(s) in the the current sound by first using tracing dots and then tracing on the white board. Students can follow the strokes with their arms.(1min)</p> <p>4. Worksheet Directions: Directions appear at the top of the pages. Also allow colouring when time permits. (10 min)</p>	
- Language Practice 1 (reading and fine motor skills)	<p>- (1) To provide controlled practice focused on using the language activity</p> <p>- (2) To provide controlled practice focused on using the language activity</p>	<p>Materials: It's Time To Sleep, My Love (Physical Copy) Game https://www.youtube.com/watch?v=WJBbpfX_ESM&t=41s puzzle (snake)</p>	<p>-</p> <p>1. T-S S-T (S-S it is recommended that students talk with each other at the beginning of</p>

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	<ul style="list-style-type: none"> - To contextualize learned language and practice reading skills - To interact with other students - To use and develop fine motor skills 	 <p>1. Book - It's Time To Sleep, My Love Show students the cover and read/talk about everything. See if they know the book and ask them if they can guess what will happen. Go page by page / frame by frame until the back cover, being sure to read everything, including page numbers, and define vocab as needed. Allow students to interact with the book, turning the pages and touching the book (pointing and</p>	<p>each page to exchange ideas) 2. S S-T</p>

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		<p>individually approaching if digital). Allow them to comment as well as ask questions, and answer them patiently. Elicit sounds and learned content as well as any other key points to the story. Stress the narrative and ask questions. To be sure to finish the book, give yourself a time limit per page and try to meet but not go over it. (10 min)</p> <p>2. Puzzles -Put on the the letterland megamix https://www.youtube.com/watch?v=WJBbpfX_ESM&t=41s and ‘s’ puzzle = show the picture to Students. Ask what it is. Tell them what is in the picture if necessary Take out the puzzle pieces and share the puzzle pieces among the students (evenly) and they put it together. Help them so as to avoid frustration. As the students complete the puzzle, prep for the obstacle course. Upon finishing the puzzle, they should talk to the teacher about the puzzle (5min)</p>	
- Language Practice 2	<p>- To provide controlled practice focused on using the language activity</p> <p>- Contextualize the language learned</p>	<p>Material: Sunglasses- Sand, stick (for sand drawing), -cones, sticks (for cones), Slide, Squares (various colours) Surf Song https://www.youtube.com/watch?v=p13yZAJhUOM</p>	<p>1. T-S S S-S 2. T-S-T</p>

Stage/time	Aim(s)	Procedure	Interaction
	<p>and practice new vocabulary</p> <ul style="list-style-type: none"> - To interact with and have fun with other students - To use and develop gross motor skills 	 <p>1. Obstacle Course- Children sit in a circle. Show the obstacles one by one and teach the students how to interact with the objects in the centre of the circle (they will say “[star in the sand with a stick], [slide a square down the slide], [wear sunglasses and sit], and going through the tube, sing the Sammy Snake Song). Once each student has done it individually, put it at its</p>	

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		<p>obstacle course location. The students will go through the obstacle course in the order in which they practiced until the end of the lesson. (12 min)</p> <p>However: As this is the first lesson, many students will be curious about the various toys and games. Teachers should feel free to add additional games and activities and to allow students to freely explore at times (but also provide structured activities when appropriate)</p> <p>2. Sing / say goodbye (I use the birthday song "goodbye to you, goodbye to you, goodbye, goodbye, goodbye to you". (3min)</p> <p>Inform parents of student performance and discuss possible focuses and methods for improvement.</p> <p>NOTES:</p>	

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		The first two lessons will focus more on becoming comfortable and getting to know each other and the concepts of Letterland and sounds. Subsequent lessons will focus more on the skills, other concepts and lexis. Blends begin on week 3.	