### Week 3

#### 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.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach: G, O (pg. 7; LTM)</td>
<td>Teach: G, O, I (pg. 7; LTM)</td>
<td>Teach: G, O, I, F, U (pg. 7; LTM)</td>
<td>Teach: G, O, I, F, U, B, C (s/k) (pg. 7; LTM)</td>
<td>Teach: G, O, I, F, U, B, C (s/k) (pg. 7; LTM)</td>
</tr>
<tr>
<td><strong>Vocab (expressions):</strong></td>
<td><strong>Vocab (expressions):</strong></td>
<td><strong>Vocab (animals):</strong></td>
<td><strong>Vocab (animals):</strong></td>
<td><strong>Vocab (animals):</strong></td>
</tr>
<tr>
<td>Happy, sad, angry, scared (pg. 8; LTM)</td>
<td>Tired, sleepy, happy, fine (pg. 8; LTM)</td>
<td>Tortoise, rabbit, goat, mouse, frog, worm, fox, ant, horse (pg. 8; LTM)</td>
<td>Donkey, tiger, elephant, lion, snail, zebra, monkey, wolf (pg. 8; LTM)</td>
<td>Squirrel, dog, bull, cow, turtle, snake, cat, lizard (pg. 8; LTM)</td>
</tr>
<tr>
<td>Stories: A Happy Child (pg. 8; LTM)</td>
<td>Stories: A Happy Child (pg. 8; LTM)</td>
<td>Stories: Zoo Manners (pg. 8; LTM)</td>
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<tr>
<td><strong>Resources (LRM):</strong></td>
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<td><strong>Resources (LRM):</strong></td>
</tr>
<tr>
<td>1. Teach; pg. 20</td>
<td>1. Teach; pg. 20</td>
<td>1. Teach; pg. 20, 21</td>
<td>1. Teach; pg. 20, 21</td>
<td>1. Teach; pg. 20, 21</td>
</tr>
<tr>
<td>2. Vocab; pg. 47</td>
<td>2. Vocab; pg. 47</td>
<td>2. Vocab; pg. 47</td>
<td>2. Vocab; pg. 47</td>
<td>2. Vocab; pg. 47</td>
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</tbody>
</table>

#### Assessment

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.

<table>
<thead>
<tr>
<th>Weekly Objective</th>
<th>Monday Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pupils will be able to identify, write and sound out the letters G, O, L, F, U, B, and C</td>
<td>• Pupils will be able to identify, write and sound out the letters G and O</td>
</tr>
<tr>
<td>• Pupils 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)</td>
<td>• 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 week S, A, T, P, I, N)</td>
</tr>
<tr>
<td>• Pupils will be able to read, write, spell and identify at least five expressions and/or animals</td>
<td>• Pupils will be able to read, write, spell and identify at least two expressions</td>
</tr>
<tr>
<td>• Pupils will be able to identify letters and sounds in stories</td>
<td>• Pupils will be able to identify G and O in the story “A Happy Child”</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date:</th>
<th>Show pupils how to fill the blending chart (with G,O, S,A,T,P,I,N)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong> Letter Cards. Slates.</td>
<td><strong>Objective (Read Them Aloud):</strong></td>
</tr>
<tr>
<td><strong>Opening:</strong></td>
<td><strong>You Do</strong></td>
</tr>
<tr>
<td>— Sing alphabet song</td>
<td>— Use the slate to have them write down words I say aloud like “ga” “at” “go”</td>
</tr>
<tr>
<td>— Review S,A,T,P,I,N (have them identify)</td>
<td>— 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</td>
</tr>
<tr>
<td><strong>Teach:</strong></td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>I-do</td>
<td></td>
</tr>
<tr>
<td>— Activate: Write “G” and “O” on the board and ask pupils if they know the letter</td>
<td></td>
</tr>
<tr>
<td>— Say letter and sounds over and over, and give examples of things with the letters “Goat” “Office” “Gorilla” “Oval” etc.</td>
<td></td>
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</tbody>
</table>