

Model Lesson Plan

Basic Sounds (EXAMPLE: the letter †)

Classroom teacher:	Date:	Time: 45 minutes
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This is a lesson plan for introducing the letter †. It can be easily adapted for teaching any of the basic letter sounds. For suggestions of stories and poems to support learning the letter sound †! see *Stories and Rhymes to Support Letters* in the **appendix**.

Aim: To teach the sound and writing of the letter †

Fitzroy materials: *Alphabet Book, Fitzroy Sounds, Teacher's Guide*

Classroom materials: Whiteboard, Alphabet Chart (may be lifted from the centre-fold of the *Alphabet Book*)

Extra materials: pictures of † objects from the *Alphabet Book* or *Fitzroy Sounds* (or teacher may use other † objects) For example: tap, tent, teapot, tree

5 min	<p>1) REVISION: Remind the children that each letter has its own sound. Revise the letter sounds and special words that have already been learnt.</p>
7 min	<p>2) GOOD BRAKES GAME for †</p> <p>Display the <i>Alphabet Chart</i>. Sing the Alphabet Song together. Teacher point to each letter as you sing. This is to make sure the students connect each <i>written</i> letter with the letter name.</p> <p>Sing the Alphabet Song again. Once again pointing to each letter as you sing. Students watch the teacher carefully. They must sing the name of the letter only when the teacher points to it. They must be ready to stop on the letter at which the teacher stops. Teacher stop on the letter †.</p> <p>Introduce the new letter to the children, saying its sound, †!</p> <p>Write the letter on the board.</p> <p>Make its sound and sound out a word – such as †! †! ap †ap. Ask the children to make the letter sound †!</p> <p>Teacher asks children again: what is the sound made by the letter †?</p> <p>Then ask the children if they know the name of this letter.</p> <p>Tell them its name “tea”. Ask them to say the name “tea” too.</p> <p>This activity will make children aware that:</p> <ul style="list-style-type: none"> • Letters have both names and sounds. • Words are made from sounds put together. • Each letter has a position in the alphabet.
5 min	<p>3) LISTENING FOR THE SOUND †!</p> <p>Go to the T SHEET, p37 in the <i>Alphabet Book</i>. Look at the bottom activity. Teacher reads out the sentence emphasising the sound of the letter †!</p>

Buttter meltted onttto her ttablettop. Peter swettpt tten carttepttts.

Children repeat words, emphasising the sound of the letter **†**!

From now on, we use the **sound** for the letter – not the **name**.

6
min

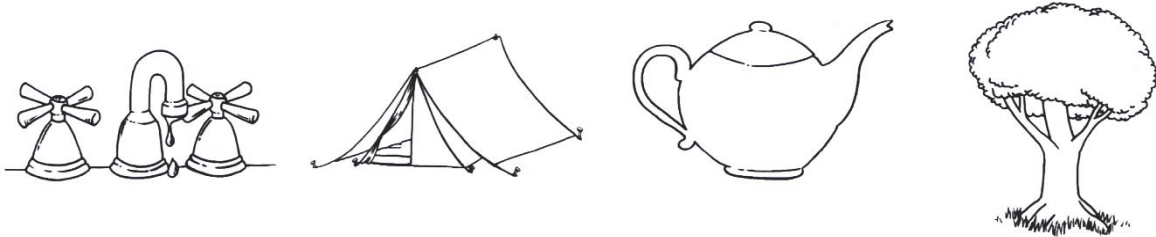
4) **SING ALONG** with track 20 of Fitzroy Sounds

5) **HEAR AND SAY**

Draw pictures of a few **†** words on the board or present pictures of **†** objects.

Teacher may choose to use pictures from the *Fitzroy Sounds* **†** folder or the T SHEET from the *Alphabet Book*.

6
min



ttap

ttent

ttepot

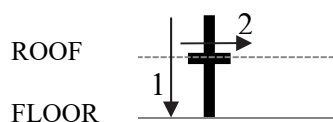
ttree

Teacher says each word carefully, emphasising the sound of the first letter. Say the **†**! sound, followed by each **†** word e.g. **†**! **†**!ent **†**ent. Students repeat after teacher. The teacher may also choose extra words beginning with **†** for this activity.

6) **LEARNING TO WRITE THE LETTER †**

Teacher writes **†** on the whiteboard.

6
min



Show the two guide lines – the floor and the roof. Tall letters like **†** are almost double the height of short letters. Start above the roof, at the height of tall letters, making a straight line down to the floor. Then start a shorter line horizontally, drawing from left to right, at the height of the roof.

Repeat this several times on the whiteboard – showing stroke order and letter size. Ask children to say: **†**! is a tall letter. Make the **†**! sound

10
min

7) **WRITING THE LETTER †**

Complete the writing exercise in the *Alphabet Book* Sheet T (p37)

Check that children are holding their pencil correctly.