

Model Lesson Plan

Early Special Words (EXAMPLE: Reader 3)

Classroom teacher:	Date:	Time: 50 minutes
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This is a lesson plan for introducing the special words **the** and **of** from *Reader 3*. It can easily be adapted for teaching any **special words** up to *Reader 20*.

Materials: (1) Reader 3 **Bug On A Rug**.
 (2) Alphabet Chart (or lower-case letters of the alphabet on the board).
 (3) Fitzroy Word Skills 1-10.

General Objective:

- To develop the English skills of listening, speaking, reading and writing.

Particular Objectives:

- To introduce the concept of **special words** with the examples of **the** and **of**.
- To read *Reader 3 Bug On A Rug*.

5 min	<p>REVIEW: listen and say</p> <p>ACTIVITY</p> <p>Using the <i>Good Ears</i> game:</p> <ul style="list-style-type: none"> Teacher sounds out several words (in separate sounds) e.g., the words: d! i! g! i! u! ck! p! o! ss! u! m! b! u! g! Teacher chooses children to say each word in normal speech.
5 min	<p>ACTIVITY</p> <p>Using the <i>Number Ears</i> game:</p> <ul style="list-style-type: none"> Teacher sounds out several words (in separate sounds) e.g. the words: m! u! g! (3) f! i! sh! (3) s! n! ea! k! (4). Teacher chooses children to say how many sounds there are in each word. Once the child has said the number of sounds in the word, they can then say the word in normal speech
10 min	<p>REVIEW: letter names and letter sounds that have been learnt recently</p> <p>DISCUSS THE ALPHABET</p> <ul style="list-style-type: none"> What is the alphabet? How many letters are there? What are the letter names? Sing the <i>Alphabet Song</i>. Ensure that the children know that the <i>Alphabet Song</i> is letter names. Teacher asks selected children the sounds made by some letters that are already known. Teacher asks why it is important to know the sounds made by the letters. Teacher ensures that the children give the right answer and that they understand this answer: when we speak, we make sounds; and when we write, we must know which letters to write for the sounds we speak. <p>LESSON OF TODAY: special words the and of.</p>

5
min

LISTENING

- Teacher, with an emphasis on **the**, says several sentences that contain **the**:
The children went to *the* park.
 Tom put *the* book on *the* shelf.
 Where is *the* box with *the* pencils?
- Teacher asks: what word am I saying many times?
- Children give the answer **the**. The teacher writes **the** on the board
- Teacher tells the children that this is how the word **the** is written.
- Teacher explains that we call it a **special word** because it doesn't sound as it looks.
- Teacher sounds out **t! h! e!** to show that the word does not sound out.
- Children repeat after the teacher: **t! h! e!**
- Teacher may alert the students that later, we will learn that **t** and **h** put together make the sound **th!**
- Teacher explains that some words do not use the letters we would expect for the sounds of the word. We need to be **specially** alert – pay **special** attention – to remember what letters are used to spell **special words**.

LISTENING AGAIN

5
min

- Teacher, with an emphasis on **of**, says several sentences that contain **of**:
 Get the box **of** pins.
 Jim had a lot **of** cats.
 The can **of** pens had a lot **of** sand in it.
- Teacher asks: what word am I saying many times?
- Children give the answer **of**. The teacher writes **of** on the board.
- Teacher tells the children that this is how we write **of**.
- Teacher explains that we call it a **special word** because it doesn't sound out exactly as we expect it to. We would expect **of** to be written **ov** but we must remember that it is written **of**.
- Teacher sounds out: **o! f!** to show that the word does not sound out **of**.
- Children repeat after the teacher: **o! f!**
- Teacher may point out that the **o** is making the **o!** sound as we would expect, but the **f** is making a **v!** sound. This is why **of** is a special word.
- Teacher explains that some words do not use the letters we would expect for the sounds of the word. We need to be **specially** alert – pay **special** attention – to remember what letters are used to spell **special words**.

WRITING

10
min

Children complete sheets 3A & 3B in *Word Skills* 1. (Possibly 3C & 3D also).

READING

10
min

Class reads *Reader* 3. All could read together or children could take turns.