The group profile:

Class: The third class of primary school

Age of students: nine-year-old

Level of students: Elementary

Length of lesson: 45' with a fast pace class

Topic: "Phonics - 'aw' digraph"

Aims:

- Developing an understanding of phoneme-grapheme correspondence;
- Expanding vocabulary through introducing words with the 'aw' digraph;
- Developing listening skills
- Introducing and practising new vocabulary;
- Practising the pronunciation of the letters and words.

Objectives: By the end of the lesson the students:

- will be able to master several words with the "aw" digraph;
- will be able to match the words with their meanings;
- will be able to sound out the new words correctly;
- will be able to engage in constructive pair work.

Aids:

- a boardgame;
- worksheets with the wordsearch;
- tracing worksheets (one page with one newly learnt word) for homework;
- slips of paper with the whole words (draw, fawn, dawn, hawk, claw, straw) to put onto the board;
- slips of paper with the separate sounds from the taught words to put onto the board;
- pictures representing the meanings of the taught words;
- blackboard;
- Cards with "aw" digraph , letters /c/,/a/,/t/,/w/,/e/;
- magnets;
- the poem;
- the tracing worksheets prepared with the use of the Internet site: http://www.mymoondrops.com

T = teacher, Ss = students

Time	Name of the stage / description of what the teacher and students do	Samples of teacher`s language	Inter-action pattern	Teaching aids
4 min	I. Organizational phase The T greets Ss and checks attendance. The T asks Ss to sound out different words. The T shows the words at random and Ss pronounce them sound by sound and as whole words. The teacher introduces the objectives of the lesson	T: Good morning students! How are you today? That's super! I'm fine today as well, thank you. Who is absent? Thank you. Who wants to show me your homework?... Thank you. Now, I would like you to pronunce the words from the last lesson. I will show them to you. Get concentrated and when you see the word, raise your hand. I would like you to sound them out. First sound by sound and then the word as a whole. Do you understand? Ready, steady , go... T. O.K. Can you sound out this word? Ss: It is 'd-o-g, dog'. T: Great! Thank you very much, nice work, well done. The aim of our lesson today is to learn how to pronounce the 'aw' digraph. (The T writes it on the board)	Lockstep T - Ss	The teacher`s register, the cards with words to sound out.
3 min 10 min	II. Introduction to the topic and presentation of the material The lesson starts with a short brainstorming channelled by the T`s questions. The T sounds out the digraph 'aw' Ss repeat. This is followed by teaching sounding out the digraph "aw" in words .	T: Please tell me, what letter it is? Ss: 'A'[ei]. T: Fantastic. How can we sound it out for example in word 'cat'? Ss: c-a-t T: Excellent. And now, what letter it is? Ss: 'w' [dablju]. T: Great. Can you sound it out in 'we'? Ss: w-e T: Thank you. Now I will put these two letters together and I want you to listen carefully and repeat after me the sound they create. Ready? T: 'aw' Ss: 'aw' T: How many letters are there ? Ss: Two. T:How many sounds can you hear? Ss: One. T: I have prepared some words with the "aw"digraph for you. Now I will teach you how to sound out these words with the 'aw' digraph. (The T puts a slip of	T-Ss Ss-T	Cards with 'aw' digraph, letters c, a, t, w, e and magnets. Cards with 'aw' digraph, letters d, r, c, l, h, k, d, n,

8 min		paper with the 'aw' digraph onto the board) *Here is the 'aw' digraph. Repeat it please.* (The T sounds the digraph and Ss repeat.) (The T puts letters 'd, r' in some distance from the digraph, to create the word 'draw' - d - r - aw) *T: Repeat after me the sounds.* (Ss repeat) (The T puts the letters closer together and says them faster) *T:Repeat please.* (Ss repeat) (The T puts them together, right next to each other) *T: Repeat the word after me.* (Ss repeat.) (The T continues with the rest of the words to be learnt) *T: Thank you.*		s, f, n, s, t, r and magnets.
	Next the T encourages Ss to play a guessing game. Ss have to guess and write down the number of the picture representing the meaning of the words. They get points for the correct guess as well as for the correct sounding out of the words.	*Now let`s play the 'Guess the meaning of the word' game.* (The T demonstrates the rules while explaining) *I will put onto the board the slip with the word with 'aw' digraph and you have to guess the meaning of the word. I have got pictures to help you. Pictures have the numbers.* (The T demonstrates the rules while explaining). *You have to write on the piece of paper the number of the picture that matches the correct meaning of the word .* *After you finish show me your answers as each correct answer gets the point.* *You can get an extra point for sounding the word correctly. Do you understand? Let`s start...* *Guess what this word means and write down the number of the picture with the meaning* (Ss write down their guesses and show their answers to the T) *T: The correct answer is "rysowac" so Jasiu, Michał, Tomek get points.* (The T asks one student to put the picture next to the word it represents) *Who wants to sound out the word now?* *Ss:* (raise their hands) *Me, me...* *T: Tomek, please.* (The volonteers sound out the word correctly and get points) *T: Thank you.*	Ss-T	Pictures with the meaning of the taught words, slips with the words taught, pieces of paper to write on. All relevant data is available in appendix A-2,3,4, page 81-83
4 min	III. Practice (repetition) and production The next task in this lesson is the wordsearch which revises the lesson vocabulary. Students	*T: Now , here are worksheets with the wordsearch for you. You have to write the words from the wordbank under the correct pictures, then find them in the grid below.* (The T	T-Ss	Worksheets with a word search. All relevant data

|				
9 min	choose the words from the wordbank and match them with the pictures and then find the words in the given grid. The "Word race" game, in which Ss in pairs try to win the race decoding the words they land on.	demonstrates the rules while explaining) *Have you got any questions about it?* *Ss: No.* *T: So have fun and after you* *finish come to me to show the result of your work.* *T: Let`s have some fun again. Sit in pairs. Here are the worksheets with the board game for you. Have you got your dice and pawns? So prepare the dice and pawns. Throw the dice and when you have number three move three spaces. When you stop, you have to decode, sound out the word from the space you landed on. If you succeeded, you can move on. The first person on the finish line wins.* *Is everything clear? Any questions? If not, you can begin...* (The T demonstrates the rules while explaining)	Ss in pairs	is available in appendix A-5, page 84 Worksheets with a boardgameAll relevant data is available in appendix A-5, page 85
4 min	Ss are given a short poem and they have to raise a hand when they hear the newly learnt words and then read the text aloud to the Teacher and then to each other.	*T: Here is the poem with your new words in it. I will read it to you. When you hear the word with the 'aw' digraph raise your hand, please. Listen carefully as later you will read it aloud to me and your classmates.* *Are you ready? O.K. Here it goes.* (Ss raise their hands when they hear the 'aw' digraph.The T demonstrates and gives out the worksheets with the poem . Ss read to the T and to each other)	T-Ss Ss	The poem. All relevant data is available in appendix A-1, page 80
3 min	IV. Evaluation of learning. Giving homework assignment Saying goodbye The T gives the Ss the positive feedback and sums up the lesson's aims. At the end of the lesson the T gives Ss copies of the worksheet as homework. T explains the homework. Ss have to complete the tracing worksheets with the newly learnt words with the "AW" digraph and draw small pictures showing the meaning of the words at the bottom of each worksheet.	*T: Thank you very much for nice work. You did a good job.* *At home do exercise from the handout I am giving to you now.* *These are tracing worksheets. Have a look . Can you guess what to do?* *Ss: Yes.* *T: Trace the words and then draw a picture of the meaning of the word.* (The T demonstrates while explaining) *Do you understand what to do? I am going to collect them in order to assess them. Any questions? O.K.. So do your best! And have a nice day.....*	T-Ss	Handouts with homework assignment. All relevant data is available in appendix A-1, page

APPENDIX

Aw word search

- Write the words from the word bank under the correct pictures then find them in the grid below.
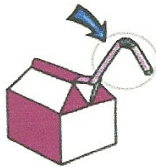-
- **Word Bank**

• claw	• dawn	• draw	• fawn
• hawk	• paw	• saw	• straw
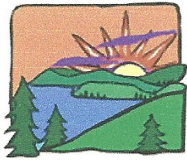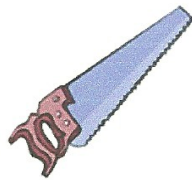
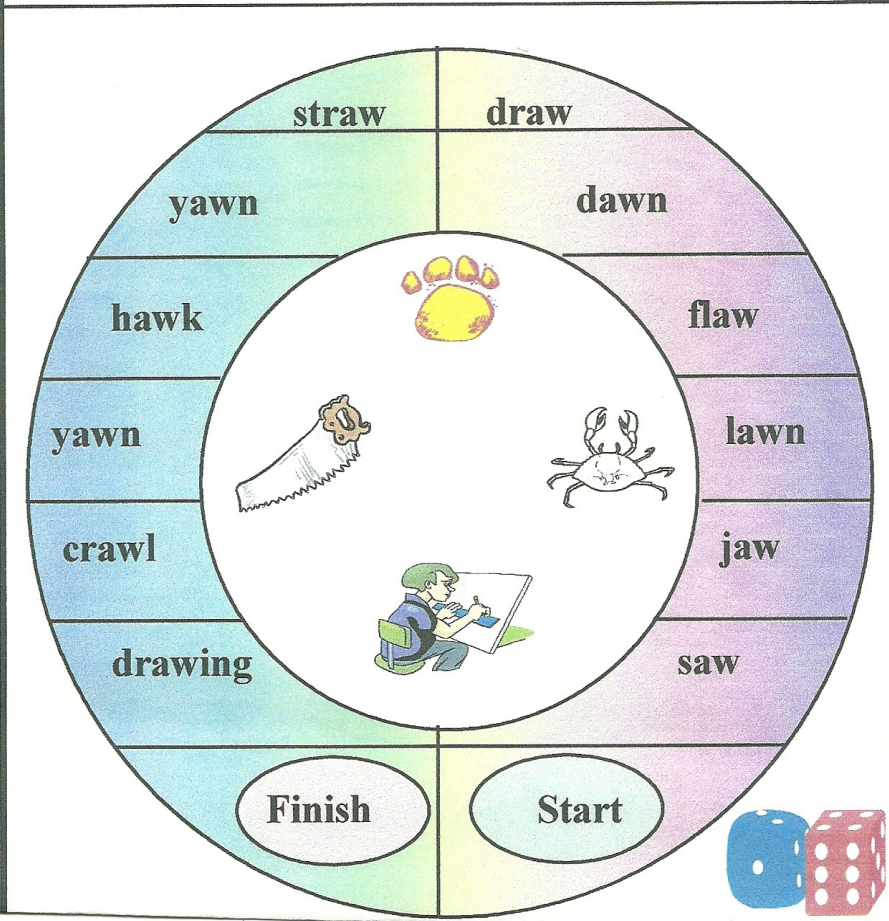| W	E	O	P	L	H	A	W	K	P	S	N
D	W	D	A	W	N	Y	N	Z	A	D	W
N	Q	S	R	J	V	M	V	D	W	R	Q
C	H	T	C	S	E	F	A	W	N	A	C
M	O	R	G	S	A	W	O	Q	Q	W	L
C	E	A	U	Q	H	U	H	N	K	R	A
A	X	W	T	J	H	I	G	X	P	S	W

Adapted from the Internet site : www.bogglesworldesl.com

A game

Word Race (aw)

Each student will throw the die then move around the track to the number of spaces indicated on the die. The player should successfully decode the word landed on, in order to advance around the track. The first player to reach the finish line wins.

Skill: Decoding words with the **"aw"** sound.

straw   draw

yawn   dawn

hawk   flaw

yawn   lawn

crawl   jaw

drawing   saw

Finish   Start

The poem

I like to draw.
In my pictures
you can see
a hawk with a claw
a fawn with a straw
a dog with a paw
and a saw at dawn
everything on my lawn. :-)

Created by the author of the lesson plan

Lesson plan by M. Słomczewska