

Lesson plan

Group profile

Class: The third class of primary school

Age of students: nine-year-old

Level of students: elementary group

Topic: “A digraph 'sh' - introduction”

Length of lesson: 45’

Aims:

- Developing an understanding of the grapheme - phoneme correspondence;
- Developing phonological awareness.

Objectives: By the end of the lesson the students:

- will learn to pronounce the correct digraph sound when seeing the letters associated with that sound;
- will learn to identify the correct digraph letters when seeing them.

Aids:

- worksheets;
- slips of paper with the words to put onto the board;
- an interactive board;
- Internet site with a film adapted from: <http://www.youtube.com/watch?v=pZktztyQWOk&feature=related>;

T = teacher, Ss = students

Time	Name of the stage / description of what the teacher and students are doing	Samples of Teacher’s language	Inter-action pattern	Teaching Aids
3 min	<u>I. Organizational phase</u> The T greets Ss, checks attendance and checks their homework The teacher	<i>T: Good morning students! How are you today? That’s super! I’m fine today, thank you. Who is absent? Thank you. What about your homework?... Thank you. Thank you very much. Nice work! Well done! Today I will teach you how to pronounce a</i>	Lockstep T-Ss T	The Teacher’s register,

	introduces the objectives of the lesson	<i>digraph 'sh'. To get familiar with it you will watch a film on the interactive board and do some exercises.</i>		
3 min	<u>II. Introduction to the topic</u> The lesson starts with a warmer where the T introduces a digraph 'sh'	<i>T: (The T shows letter 's' on a piece of paper) What letter of the alphabet is it?</i> <i>Ss: [es]</i> <i>T: Great. Give me the example of a word that starts with this letter.</i> <i>Ss: 'sofa' T attaches the letter 's' to the board. What sound can you hear at the beginning of 'sofa'? (T is pointing at letter 's')</i> <i>Ss: 'sss'</i> <i>T: O.K. Now here is next letter 'h'. Do you remember how to pronounce it?</i> <i>Ss: Yes. It is 'h' like in a word 'hat'</i> <i>T: Excellent. T attaches the letter 'h' to the board next to the letter 's'</i> <i>T: Look, now we have two letters put together , and when they stand next to each other they make one sound 'sh'.</i> <i>Repeat, please.</i> <i>Ss: (repeat)</i> <i>T: Do you know any words with 'sh' sound?</i> <i>Ss: 'shell', 'shop'.</i> <i>T: Excellent.</i>	T-Ss	Slips with the letters, a blackboard, magnets
10 min	<u>III. Practice (repetition) and production</u> Next the T gives Ss worksheets called “Sharing Sherry” and they have to colour the 'sh' blocks blue and blocks with other letters either red, yellow or orange on the worksheet.	<i>T: I have got for you a colouring worksheet. It is called "Sharing Sherry". This is a name of a girl. Here is a boy. (The T points at Tom) They are playing with blocks. Sherry is giving some blocks to Tom so he can build a block pile too. Tom is happy that Sherry is giving him the blocks. But Tom likes “sh” sound very much and he only wants to have blocks with the letters “sh”. So colour the blocks with “sh” sound blue. The rest can be red, yellow or orange , you can choose. Is everything clear? So let’s start. When you finish, we will use the numbers on the blocks to check the answers.</i>	T-Ss	Worksheets. All relevant data is available in appendix B-1, page 88
20 min	Next Ss watch a film presenting the digraph 'sh' and some words containing it. They get familiar with the meanings of the words.	<i>T: Now we will watch a film on an interactive board. When I stop the film, you repeat every sound and word you hear, please. Let’s start the film.</i> <i>Ss.O.K</i> <i>T: (The T stops the film) Repeat the sound, please</i> <i>(Ss repeat)</i> <i>T: Come to the board, take the marker and circle the 'sh' in this word, please.</i>	T-Ss	The smartboard and a film

	<p>The Teacher writes on the board three words one with 'sh' at the beginning, one in the middle and one at the end and marks 'sh' at the beginning orange, at the end yellow and the third one with 'sh' in the middle marks blue.</p>	<p><i>T: Great. Next....</i> <i>T: Now I will write a word and I want you to put 'sh' in an empty space .</i> <i>(T shows what to do)</i> <i>(Ss come to the smartboard and fill in the words. The T points out the word and asks:</i> <i>Please read this word.</i> <i>Ss: dish.</i></p> <p><i>T: Here I have worksheets for you. Mark 'sh' digraph with the same colours like on the board. 'Sh' at the beginning of the word mark orange, at the end -yellow and the rest blue. (The T demonstrates while explaining) Do you understand?</i> <i>Ss: Yes.</i> <i>T: What colour is a word "shut"?</i> <i>Ss: Orange.</i> <i>T: Great. Now I want you to ask questions.</i> <i>Ss: What colour is a word ship?</i> <i>Ss: Orange.</i></p>	T-Ss	Worksheets. All relevant data is available in appendix B-2, page 89
4 min	<p><u>IV. Evaluation of learning. Giving homework assignment. Saying goodbye</u></p> <p>The T gives the Ss the positive feedback and sums up the lesson's aims.</p> <p>At the end of the lesson the T gives Ss copies of the worksheet as homework. The T explains the homework.</p>	<p><i>T: Thank you very much for nice work. I guess you are satisfied with you work. I am happy with it.</i> <i>At home try to prepare a memory game. Take the words with "sh" digraph from the last worksheet I have given to you. (The T demonstrates while explaining) Do you know what to do? I will explain. Write one word with "sh" on two small pieces of paper. (The T shows what to do) In the end you will have 13 pairs of the same words so 26 pieces of small papers in total. During the next lesson we will play a memory game.</i> <i>Do you understand what to do? Any questions?</i> <i>O.K.. So do your best! And have a nice weekend.....</i></p>	T-Ss	

Appendix




Adapted from the Internet site : www.tampareads.com

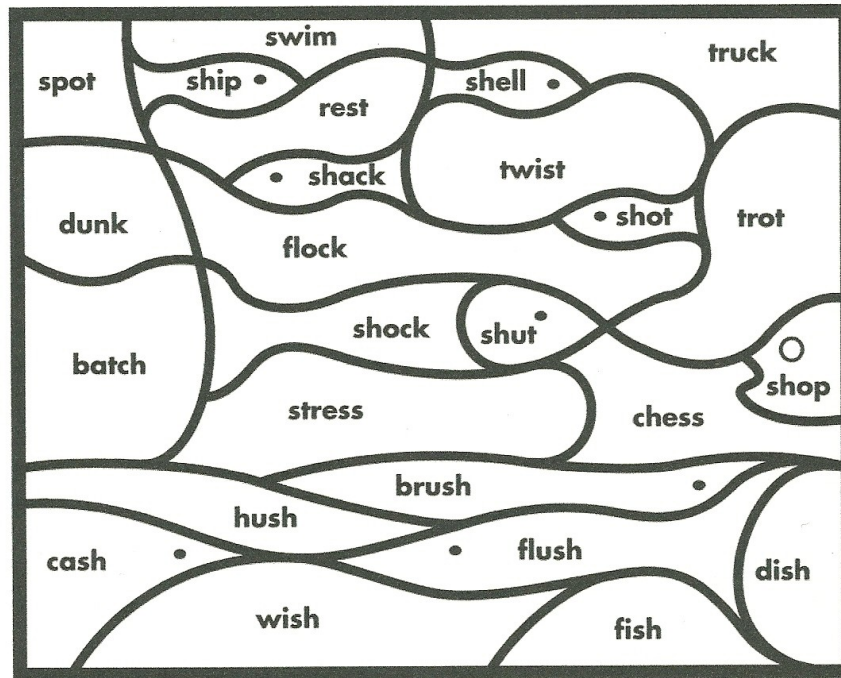
Name _____

SPLASH!

Color the words orange that BEGIN with the same beginning sound in .

Color the words yellow that END with the same ending sound in .

Color all of the other words blue.



BONUS: What do you see in the picture?

Adapted from the Internet site : www.rocknlearn.com

Lesson plan by M. Słomczewska