

PRE-ALPHABETICS LESSON

Sample Lesson Plan for English Language Activities

BLOCK 1 – INDEX

GRADE	LEARNING AREA	WEEK	DATE	LESSON	TIME	ROLL	
PP2	Literacy/English Language Activities	# ____	MM/DD/YYYY	# ____	__:__	# of girls	# of boys

BLOCK 2 – GUIDING PRINCIPLES

Strand	Listening
Sub-Strand	Auditory Memory
Essence Statement	The listening skills and activities employed in this lesson will set a foundation for further literacy development.
KIQ Key Inquiry Question	How are letter sounds represented in print or in digital tools?
Specific Learning Outcomes a) Know how to... b) Be able to demonstrate... c) Have an appreciation for...	a) <i>Identify letter sounds and match them to their corresponding letter with and without the aid of a digital tool.</i> b) <i>Articulate letter names and sounds in various contexts (in a text, on an alphabet line, etc.).</i> c) <i>Engaged in play with auditory games and matching letters to sounds in and out of class.</i>
LTK+ ABRA	ABRA: Letter Sound Search (level 1, abc)
Other Learning Resources	The Alphabet line in the classroom, Alphabet Cards , workbooks.

Learning Organization a) Learners work in pairs on the LTK+ to enhance a skill b) Learners use this skill in pairs and engage in an oral activity c) Game in groups	a) <i>Learners participate in a group lesson that brings awareness to the sounds that letters make.</i> b) <i>Learners are divided into small groups to participate in learning stations to strengthen letter sound knowledge.</i> c) <i>Learners reflect on their learning by responding to prompts from the teacher.</i>
--	--

BLOCK 3 – LESSON DEVELOPMENT

This is where you can tie in core competencies, values, and PCIs.

Review of Previous Lesson Suggested time: 2 minutes	Play level 3, lower case letters of the <i>Alphabet Song</i> as learners are getting settled in the classroom. Encourage learners to sing the alphabet song as they settle into the learning environment. If the software is unavailable, lead the class in song. Consider asking one or two learners to lead after you have provided a model.
Introduction Suggested time: 5 minutes	Engage the learners in discussion about letter names and ask what sounds the letters make. Use images or flashcards as a support. For example, show the learners an image of a bus and ask for a volunteer to name the picture. Write the word bus on the board and circle the letter b. Ask learners to repeat after you: “B is for bus and B makes the sound “buh.” Start with only one letter, then add letters one at a time and review/contrast previous letters). To reinforce the concept, show learners another image. For example, show the learners an image of a man and repeat the activity. “M is for man and M makes the sound “mmm.”
Lesson Development Suggested time: 10 minutes Step1, Step 2...	Step 1: Using a pointer, point to the letters B and M on the alphabet line at the front of the class. Model the sounds of these letters just as you did in the Introduction activity. Ask the learners to repeat after you. Select a

	few more letters your learners will be familiar with and really emphasize the letter sound they make. Step 2: Open the ABRA software and select the activity <i>Letter Sound Search</i>, level 1. Listen carefully as a group and ask for a volunteer to name the letter sound they hear. Point to the correct answer on the alphabet line at the front of the class. Step 3: Using the letter from the Alphabet line as a model, invite learners to find the same letter in the image on the screen.
Differential Learning: Learning Stations Group 1, Group 2... Suggested time per station: 10 minutes *See lesson plans for suggested activities, however the teacher can use alternative activities available to them.	Group 1: Learners take turns signing into the software and selecting <i>Letter Sound Search</i>, level 1. In small groups, learners take turns selecting the letter hidden in the image that matches the sound spoken by the software. If the software is unavailable, use the print version of the activity from the Teacher Site. Group 2: Draw simple drawings—a book, bed, mat, man, mop, monkey, etc. on the board. In small groups, learners name the item and repeat the letter sound the item begins with. Group 3: In their workbooks, learners are to practice printing the alphabet (lower case). Prompt learners to use the alphabet line at the front of the class as an aid and ask learners to say the sound of the letter aloud as they write. Group 4: Learners engage in an active game called Hungry Letter Mouse. One learner writes a letter on the board and another learner must find it on the alphabet line quickly (if successful, the mouse gets to eat it). For more advanced learners, there could be a word on the board (example “bat”) and one learner has to name and make each letter sound before the other learner (hungry mouse) eats (erases) each letter.
Conclusion Suggested time: 5 minutes	Model aloud the following letter sounds that have been learned in class and ask for learners to shout out the associated letter name: b, m, t

Learner Reflection	Once the class materials have been put away, ask learners to sit quietly on the carpet and close their eyes. State the following prompts: • Raise your hand if you think you can match three letter sounds to their letter. Select one child with their hand up and ask them to demonstrate. • Raise your hand if you think you can match ten letter sounds to their letter. Select one child with their hand up and ask them to demonstrate. • Raise your hand if you think you can match most of the letter sounds to their letter. Select one child with their hand up and ask them to demonstrate. • Raise your hand if you think you can go home and teach some letter sounds to a friend. Select one child with their hand up and ask them to demonstrate. (Make sure that the learners keep their eyes closed as they respond to the questions). Ask the learners to open their eyes and give their neighbour a pat on their back for a job well done today!
Extended Activity	Provide learners with small squares of paper to bring home and make their own alphabet cards. Encourage learners to teach the alphabet to younger siblings or children in the community and practice the letter sounds.
Summary Statement	Learners practiced listening skills individually, in pairs and as a group in this lesson. These learning activities refine their listening skills and overall literacy skills.

Assessment	Use the learner reflection as information to plan your next lesson. (Do most of the learners seem confident matching letter sounds to lower case letters on their own? Were there any letter sounds that were more complicated than others for learners to master?)
Self-Reflection (Week 1) *this section you fill in on your own	<i>Here is a sample question to guide your reflection:</i> <i>Did you encounter any challenges while teaching the lesson? Please explain what went well and what could you do to improve the lesson in the future?</i>
Self-Reflection (Week 2) *this section you fill in on your own	<i>Here is a sample question to guide your reflection:</i> <i>Were you able to adjust the lesson based on classroom needs?</i>
Peer Reflection (Week 2) *this section is completed by a peer	Peer Feedback Activity <i>Share this lesson with a fellow teacher and complete the activity below for both of your lesson plans.</i> <i>Share two stars (strong points) from the lesson and two wishes (areas to improve on).</i> <i>Record the feedback below:</i> Stars (strong points) 1. 2. Wishes (areas to improve on) 1. 2.
Self-Reflection after feedback *this section you fill in on your own	<i>How will you incorporate your peer feedback into your lesson? If you won't, explain why.</i>