



# Lesson Plan For Exercises 17 – 18



40 min

**Theme: Writing Words (1)**

**Focus: Spelling Skills**

## Lesson Objectives

Students are able to

1. identify letters and sounds,
2. spell words based on given pictures,
3. spell words to complete sentences.

## Resources

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 1
2. Picture cards of items taken from **pages 47 – 50** of Learning Vocabulary Workbook 1
3. White paper
4. Simple pictures drawn with thick black lines

## Introduction / Warm-up Activity (5 min)

1. Tell the class that you have a picture and that they would need to guess what it is by listening to the clues that you give them.

*Example:*

- Something that can fly and sing

When a student guesses it right, ask him if he knows how to spell the word. If he is unable to, ask any other student who can spell the word.

2. If someone spells the word wrongly, you may want to write it on the board to show the class. Then explain why it is wrong.
3. Repeat this activity as many times as possible.

## Lesson (15 min)

### Spelling Skills

1. Show the students the picture cards, one at a time, and ask them if they can spell the words.
2. Break up the words into their separate sounds to show the students how the words are formed.
3. You may want to prepare more words for some of the sounds taught. This is to reinforce the sound being taught. For example, when teaching the students how to spell 'pen', you may want to introduce other words such as 'ten', 'men', 'lend' etc.

4. You may want the students to air spell the words using their fingers as the activity progresses.

### **Classroom Activities / Assessment (10 min)**

1. Let the students complete **Exercise 17 and 18 of Learning Vocabulary Workbook 1, pages 47 – 50** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### **Additional Activities / Closure (10 min)**

1. Give each student a piece of white paper and a picture. Assign different words to the students and get them to write the words assigned repeatedly on the white paper following the black lines.
2. Let them tell the class what picture they have and the words they have written.
3. Since the students would have written the words numerous times, get them to spell the words from memory to the rest of the class.

### **Optional Activities**

1. Divide the students into groups and assign each group a set of words from **pages 47 – 50**. Get the students in each group to search for words that have the same sound. You may want to focus on the beginning, middle or ending sound.
2. Let the students tell the class the words they have found. Let them identify the similar sounds for each set of words.
3. You may want to pin the words on the 'Writer's Wall'.
4. Alternatively, you may want the students to come up with another word that sounds the same for each of the questions on **pages 47 – 50**. Then in pairs, get them to share the words they have thought of. If both students have the same word in mind, they must think of a new word together.