

Subject, short description	Letters and Sounds A (/æ/), M (/m/), S (/s/), T (/t/), and the sight words "I", "said". Practice writing CV (Consonant-Vowel)/CVC (Consonant-Vowel-Consonant) words such as at, am, mat, Sam.	Target group, students' level	Grade 1
Learning Objectives	1	To recognize letters and their corresponding sounds when spoken or written.	
	2	To form simple blends like /ma/ or /sa/ or /ta/.	
	3	To blend the sounds to form CVC (Consonant-Vowel-Consonant) words.	
	4	To create simple, complete sentences with the stem "I am _____", "I said _____."	
		Prerequisite knowledge	
		Students will identify the sounds of the letters in their native language. Students will be able to identify some of the CVC words.	

Engagement: How will the teacher engage students? What's the connection to prior knowledge? What are the learning objectives? (You may choose one of the following activities).			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Let's name the letters and clap/stomp the sounds! To pique students' interest and activate prior knowledge.	Large letters flashcards.	Start with a song or rhyme that includes the sounds /a/, /m/, /s/, and /t/ (e.g., the alphabet song or a chant: "A says /æ/, M says /m/, S says /s/, T says /t/"). Show large letter flashcards as you chant. Ask questions such as "What sound does A make?", and "Can you say the sound of M?" Model the sounds with clear pronunciation and encourage students to repeat. Use gestures like clapping or stomping when introducing each sound to make it interactive.	5 minutes (estimate)
Letter Hunt! To pique students' interest and activate prior knowledge.	Letter flashcards or cut-outs of A, M, S, and T and small containers or baskets.	Hide the letter cards around the classroom. Tell the students that they are going on a "Letter Hunt!" and must find the hidden letters. Once they find a letter, they should bring it back to you and say the sound it makes or name a word that starts with the same letter.	5 minutes (estimate)
Teacher Says... To pique students' interest and activate prior knowledge.	No materials are needed.	Start with a simple game "Teacher Says" using the letter names/ sounds. For example, the teacher says, "I see an apple," and the students name the initial letter. Or the	5 minutes (estimate)

		teacher says, "Find something that starts with /a/," and the students make the initial sound.	
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Exploration: How can students explore the subject and use prior knowledge to generate new ideas and conduct preliminary investigations? (You may choose one of the following activities).			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
<p>Letter-Sounds pair match.</p> <p>To recognize letters and their corresponding sounds when spoken or written and form simple blends.</p>	Letter flashcards or cut-outs of A, M, S, and T and magnetic letters.	Hand out letter cards (A, M, S, T) to each student. Say the sound of one letter (e.g., /æ/) and ask the students to raise the correct card. After a few rounds, ask students to pair magnetic letters to form simple blends like /ma/ or /sa/ or /ta/ and say the sounds out loud.	10 minutes <i>(estimate)</i>
<p>Mystery Soundbox!</p> <p>To recognize letters and their corresponding sounds when spoken or written.</p>	A box or bag, small objects, or pictures of objects that begin with A, M, S, or T (e.g., apple, marker, toy snake, toy mouse).	Place several objects in the Mystery Soundbox. Let students reach into the box, pull out an object or a picture, and name it. After naming the object, the students identify the first sound of the word and match it to the correct letter (e.g., "This is an apple. It starts with the /æ/ sound, so the letter is A").	10 minutes <i>(estimate)</i>
<p>Hop to blend!</p> <p>To recognize letters and their corresponding sounds when spoken or written and form simple blends.</p>	Tape and large letter cards.	Create a hopscotch grid using tape on the floor and place a large letter card (A, M, S, or T) in each square. Students take turns hopping through the squares. Ask them to blend two letters as they hop (e.g., hop from M to A and say /m/ + /æ/).	10 minutes <i>(estimate)</i>

Explanation: What techniques will the teacher use to help students connect their exploration to the concept under examination? (You may choose one of the following activities).

Type of Activity-Objectives	Materials - Media	Procedure	Duration
<p>PowerPoint Presentation-Letters/Sounds and Sight words.</p> <p>To explicitly teach the letters/sounds (A, M, S, T) and the sight word “I”, “said”.</p>	<p>A whiteboard, markers, a PowerPoint Presentation, two big flashcards with the sight words “I”, “said”, and flashcards with phrases such as “I am _____”, “I said _____”.</p>	<p>Show uppercase and lowercase letters on the board. Model how to trace/write them in the air. Chant together: “A says /a/ like apple. M says /m/ like monkey, etc.” Introduce “I”, “said” using two big flashcards. Say: “<i>These are two special words: We don’t sound them out; we just remember them by heart.</i>” Practice: “I am _____,” “I said _____.” Show picture cards and have students say the phrases with you.</p>	<p>10 minutes <i>(estimate)</i></p>
<p>Videos- Letters/Sounds and Sight words.</p> <p>To explicitly teach the letters/sounds (A, M, S, T) and the sight word “I”, “said”.</p>	<p>YouTube: Letter Aa New Phonics Songs Little Fox Animated Songs for Kids Phonics Song Letter Mm Phonics sounds of Alphabet Nursery Rhymes for Kids Phonics Song Letter Ss Phonics sounds of Alphabet Nursery Rhymes for Kids Phonics Song Letter Tt Phonics sounds of Alphabet Nursery Rhymes for Kids</p> <p>Jan Richardson Sight Words Level C Said Jack Hartmann I Song and flashcards with phrases such as “I am _____”, “I said _____”.</p>	<p>Show the first video to students, pausing it to show students the uppercase and lowercase letters. Chant together: “A says /a/ like apple. M says /m/ like monkey, etc.” Show them the second video, pausing it to say: “<i>These are two special words: We don’t sound them out; we just remember them by heart.</i>” Practice: “I am _____,” “I said _____.” Show picture cards and have students say the phrases with you.</p>	<p>10 minutes <i>(estimate)</i></p>

Elaboration: How can students show they have achieved the lesson objective and apply this knowledge to their daily lives? (You may choose one of the following activities).

Type of Activity-Objectives	Materials - Media	Procedure	Duration
<p>“Let’s build up sentences!”</p> <p>To create simple, complete sentences with the stem “I am _____.”, “I said _____.”</p>	Magnetic letters and pictures of different objects starting with the letters A, M, S, T and two slips of sentence stems.	Have students pair up and provide each pair with four pictures of different objects and two slips of sentence stems. Ask them to use magnetic letters to spell the words corresponding to the pictures they were given and create a complete sentence using the stems.	10 minutes <i>(estimate)</i>
<p>Writing practice.</p> <p>To create simple, complete sentences with the stem “I am _____.”, “I said _____.”</p>	Worksheet with pictures of CVC words and sentence stems.	Give students a worksheet with pictures of CVC words (e.g., a picture of a "mat") and sentence stems. Ask them to fill in the blanks for each word by writing the correct letters (e.g., _ a t for "mat") and then read the sentences.	10 minutes <i>(estimate)</i>

Evaluation: How will students demonstrate that they have achieved the lesson objectives? (You may choose one of the following activities).

Type of Activity-Objectives	Materials - Media	Procedure	Duration
<p>“Show and Write!”</p> <p>To assess students’ understanding of letters/sounds and their ability to form CVC words.</p>	Pictures of CVC words that begin with the letters A, M, S, and T and notebooks.	Hold up a picture of a CVC word and ask the students to write the word in their notebooks. Give feedback and ensure understanding.	10 minutes <i>(estimate)</i>
<p>Matching words to pictures.</p> <p>To assess students’ understanding of letters/sounds and their ability to form CVC words.</p>	Worksheet with CVC words listed in one column and corresponding pictures in another one.	Ask students to blend the sounds and match the word to the correct picture. Give feedback and ensure understanding.	10 minutes <i>(estimate)</i>
<p>Quiz-CVC words.</p>	Word wall.	Create a quiz using Word wall. Students choose the correct answer. Give feedback and ensure understanding.	10 minutes <i>(estimate)</i>

To assess students' understanding of letters/sounds and their ability to form CVC words.			
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The 5E model	love4english.com/5e-model-of-instruction/
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Engagement *The teacher assesses prior knowledge and engages learners through short activities that connect past and present learning experiences, expose prior conceptions, and direct thinking toward current learning outcomes.*

Exploration *Experiences aid students in establishing a shared foundation of activities, which helps them identify misconceptions and facilitates conceptual change. By engaging in activities, students can use prior knowledge to generate new ideas, explore possibilities, and conduct investigations.*

Explanation *The explanation phase lets students show their understanding of a topic and for teachers to introduce new concepts. It's a chance for learners to explain what they know, and for teachers to guide them towards a deeper understanding.*

Elaboration *Teachers deepen students' understanding and skills through challenges, new experiences, and application activities.*

Evaluation *The evaluation phase helps students assess themselves and allows teachers to evaluate progress.*

