

<b>Subject, short description</b>	Letters and Sounds A (/æ/), M (/m/), and the sight word “the”. Use words that start with A or M such as apple, ant, astronaut, alligator, moon, mop, monkey, milk, to make full sentences with the stem “I see the _____.”	<b>Target group, students’ level</b>	Grade 1
<b>Learning Objectives</b>	1	To recognize letters and their corresponding sounds when spoken or written.	<b>Prerequisite knowledge</b> Students will identify the sounds of the letters in their native language. Students will be able to identify some of the words starting with the letters A or M.
	2	To recognize the sight word “the” when spoken or written.	
	3	To identify and distinguish between words that begin with the letters A or M.	
	4	To create simple, complete sentences with the stem “I see the _____.”	

**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
<b>Let’s name the letters and clap/stomp the sounds!</b>  To pique students’ interest and activate prior knowledge.	Large letters flashcards.	Start with a song or rhyme that includes the sounds /a/, and /m/ (e.g., the alphabet song or a chant: “A says /æ/, M says /m/”). 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 them. Use gestures like clapping or stomping when introducing each sound to make it interactive.	5 minutes (estimate)
<b>Letter Hunt!</b>  To pique students’ interest and activate prior knowledge.	Letter flashcards or cut-outs of A, M 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)
<b>Teacher Says...</b>	No materials are needed.	Start with a simple game “Teacher Says” using the letter names/ sounds. For example, the teacher says, “I see an	5 minutes (estimate)

To pique students' interest and activate prior knowledge.		<i>apple,</i> " and the students name the initial letter. Or the teacher says, " <i>Find something that starts with /a/,</i> " and the students make the initial sound.	
---	--	---	--

<b>Exploration:</b> <i>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).</i>			
<b>Type of Activity-Objectives</b>	<b>Materials - Media</b>	<b>Procedure</b>	<b>Duration</b>
<b>Letter-Sounds practice.</b>  To recognize letters and their corresponding sounds when spoken or written.	Letter flashcards or cut-outs of A and M.	Hand out letter cards (A, M) 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 name words that start with the letters A and M.	10 minutes <i>(estimate)</i>
<b>Mystery Soundbox!</b>  To recognize letters and their corresponding sounds when spoken or written.	A box or bag, small objects, or pictures of objects that begin with A and M (e.g., apple, alligator, moon, mop).	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., " <i>This is an apple. It starts with the /æ/ sound, so the letter is A</i> ").	10 minutes <i>(estimate)</i>
<b>Body letters!</b>  To recognize letters and their corresponding sounds when spoken or written.	No resources are required.	Ask students to form the letters A and M using their arms or bodies. Then, ask them to name words that begin with the letters A and M.	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><b>PowerPoint Presentation-Letters/Sounds and Sight words.</b></p> <p>To explicitly teach the letters/sounds (A and M) and the sight word “the”.</p>	<p>A whiteboard, markers, a PowerPoint Presentation, a big flashcard with the sight word “the”, and flashcards with phrases such as “the apple”, “the monkey”.</p>	<p>Show uppercase A and lowercase a, uppercase M and lowercase m on the board. Model how to trace/write them in the air. Chant together: “A says /a/ like apple. M says /m/ like monkey.”</p> <p>Introduce “the” using a big flashcard. Say: “This is a special word: the. We don’t sound it out; we just remember it.”</p> <p>Practice: “the apple,” “the monkey.” Show picture cards and have students say the phrases with you.</p>	<p>10 minutes (estimate)</p>
<p><b>Videos- Letters/Sounds and Sight words.</b></p> <p>To explicitly teach the letters/sounds (A and M) and the sight word “the”.</p>	<p>YouTube: <a href="#">Letter Aa   New Phonics Songs   Little Fox   Animated Songs for Kids Phonics Song   Letter Mm   Phonics sounds of Alphabet   Nursery Rhymes for Kids   Love Learning Sight Words   The   Jack Hartmann Sight Words</a> and flashcards with phrases such as “the apple”, “the monkey”.</p>	<p>Show the first video to students, pausing it to show students the uppercase A and lowercase a, uppercase M and lowercase m. Chant together: “A says /a/ like apple. M says /m/ like monkey.”</p> <p>Show them the second video, pausing it to say: “This is a special word: the. We don’t sound it out; we just remember it.” Practice: “the apple,” “the monkey.” Show picture cards and have students say the phrases with you.</p>	<p>10 minutes (estimate)</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><b>“Building up words and sentences!”</b></p>	<p>Worksheet.</p>	<p>Give students a worksheet with pictures of words that begin with the letters A and M (e.g., a picture of a "moon").</p> <p>Ask them to fill in the blanks for each word by writing the</p>	<p>10 minutes (estimate)</p>

To create simple, complete sentences with the stem "I see the ____."		correct letters (e.g., _ oon for "moon"). Afterwards, point to each picture and prompt them to make a complete sentence (e.g., "I see the moon").	
<b>Mini Book.</b>  To create simple, complete sentences with the stem "I see the ____."	A foldable mini book with pictures: "the apple," "the ant," "the monkey," "the moon."	Have students form pairs. They take turns pointing and reading aloud as a group: "the apple," "the monkey". Pair activity: One student shows a picture card, the other says: "the ____".	10 minutes <i>(estimate)</i>

<b>Evaluation:</b> 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
<b>"Show and Tell!"</b>  To assess students' understanding of letters/sounds and their ability to form complete sentences.	Flashcards of words that begin with the letters A, M, and a flashcard with the sight word "the".	Hold up a picture of a word that begins with the letters A, M, and ask the students to name it. Encourage them to form complete sentences using the sight word "the" (e.g. "I see the monkey").	10 minutes <i>(estimate)</i>
<b>Matching letters to pictures.</b>  To assess students' understanding of letters/sounds and their ability to form complete sentences.	Worksheet with the letters A and M in one column and pictures of words that begin with these letters in another column.	Ask students to identify the sounds and match the letters to the correct pictures. Give feedback and ensure that they understand.	10 minutes <i>(estimate)</i>
<b>Quiz-Letters/Sounds.</b>  To assess students' understanding of letters/sounds and their ability to form complete sentences.	Word wall.	Create a quiz using Word wall. Students choose the correct answer. Give feedback and ensure that they understand.	10 minutes <i>(estimate)</i>

<b>The 5E model</b>	<a href="https://love4english.com/5e-model-of-instruction/">love4english.com/5e-model-of-instruction/</a>
---------------------	---

**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.*