

# Unit 2

## topics

**Focus sounds:** g, s, h, short /e/, short /i/

**Unit setting:** Mountains (E-Blocks software)  
Yard Scene (student book)

**Focus words:** bed, dress, egg, elephant, pet, big, bird, dig, pig, igloo, hippo, Indian, ten, red, grandmother, bag, grass, dog, rabbit, carrot, horse, cat, hat, stop, dig, big, one, two, three, four, five, six

**Set phrases:** What is it? Do you have a...? I have/he has... Look...!

## teaching goals

### With

**E-Blocks:** Pupils will learn the focus sound and the words representing the focus letters and sounds.

**In class:** Pupils will

- Review letters, sounds and words from previous lesson
- Learn to write and say the words illustrating the focus sounds and letters.
- Greet each other
- Learn to count from 1-6
- Learn names of animals

## materials

- ABC chart
- Flash cards with all the focus letters and words (see above)
- Audio CD
  - ABC song
  - Song ('Where's B...')

## > LESSON 1

### suggested lesson plan

#### Step 1: Warm up (5 minutes)

##### Options:

- ▶ Greet the class. Play "The Memory Name Game". Say your name and add a child's name to it. For example, Sophia, Maria. Ask a child to repeat Sophia, Maria and say his name, etc. The game can be made more complicated by asking pupils to say "My name is..." when adding their own name.
- ▶ Practice, "How are you?" "I'm fine, thank you". Greet each child individually by asking: "How are you?" Encourage them to answer: "I'm fine, thank you". Have them practice this dialogue in pairs. They can also shake hands while doing it.
- ▶ Sing the Alphabet song pointing to each letter on the ABC chart.
- ▶ Say the chant from lesson one.

#### Step 2: Presentation of focus letters (8-10 minutes)

##### Options:

- ▶ Name the letter. Present the new letters by saying the letter and then showing the flashcard. Alternatively, have pupils present the flashcards while you say the letters.
- ▶ Write the letter. Say the new letters and have pupils write them. One pupil can be writing the letters on the board.
- ▶ Identify the sound. Give out flashcards of the focus letters. You pronounce a letter and a pupil raises appropriate flashcard. Alternatively, pupils write the letter whose sound they hear.
- ▶ Put the focus letters on the board. Sing the alphabet song. Pupils are to raise their hands when one of the focus letters is sung.

- ▶ Play, "Find the Common Sound". Display cards with the following words: Indian, igloo, dig, big, dig. Read them out. Ask children to spot the common sound. Follow the same procedure with the following words: bed, dress, egg, *elephant*, pet. If you wish to make this more challenging, you can play with two words that share the same sound and one that has a different one.

### **Step 3: Presentation of focus words (8-10 minutes)**

#### **Options:**

- ▶ Introduce the animals by using the flashcards.
- ▶ Ask pupils to open their books to the picture on the first page of unit two and describe the picture using the focus words: bed, dress, egg, elephant, pet, big, bird, dig, pig, igloo, hippo, Indian, ten, red, grandmother, bag, grass, dog, rabbit, carrot, horse, cat, hat, stop, dig, big, one, two, three, four, five, six
- ▶ Tell children that you have a pet. Say, "I have a dog". Ask children if they have pets using the question, "Do you have a \_\_\_\_\_?" When they finish, tell children to say what pet their friend has using "he has a \_\_\_\_\_."
- ▶ Demonstrate the numbers using your fingers. Have children repeat after you.

### **Step 4: Application (15-20 minutes) using the pupil's book**

#### **Options:**

- ▶ Activities 1 and 3 can be done as quiet work.
- ▶ Activity 2 can be done as a group activity.
- ▶ Activity 4 practices listening activity and is a class activity.
- ▶ Additional practice can be provided by asking pupils to draw their own (imaginary) yard with all its objects.

### **Step 5: Integration and summation**

#### **Options:**

- ▶ Do you remember? How many of the focus words can a pupil remember? Prompt them with the initial letters.
- ▶ Who/What am I? Create your own yard in the class with different pupils playing different animals and objects from the yard. The other pupils have to guess what/who they are.
- ▶ Use the Five Little Frogs chant to review the numbers.
  - ▶ Five little frogs sitting on a well
  - ▶ One looked in and down he fell
  - ▶ Frogs jumped high
  - ▶ Frogs jumped low
  - ▶ 4 little frogs dancing to and fro (etc until no frogs dancing to and fro)

## **LESSON 2**

### suggested lesson plan

### **Step 1: Warm up (5 minutes)**

#### **Options:**

- ▶ Greet the class
- ▶ Do the frog chant from above

### **Step 2: Review (5 minutes)**

#### **Options:**

- ▶ Review letters and sounds by singing alphabet song
- ▶ Show picture of yard and ask different pupils to identify the objects
- ▶ What am I? Put first initials of animal names on board; pupils guess animal.

# Unit 8

## Step 3: E-Blocks (30 minutes)

### Options:

- ▶ Every time pupils see an animal in an activity, they should say its name.
- ▶ They can have additional counting practice by saying the numbers in the game (activity 6) out loud

## Step 4: Summation (5 minutes)

### Options:

- Short dictation of animals and numbers.
- Sing the song again.
- Quickly go through the flash cards together, in unison.



## additional activities

- ▶ Play “What’s Missing?”. Show children 5 letter flash cards. Name each letter and have the children repeat after you. Remove one card and have the children say which card is missing. Repeat the process each time removing a different letter.
- ▶ Put a word from the focus words with one letter missing on the board. Ask children to find the missing letter.
- ▶ Play “The Command Game”. Ask a child to do something (i.e. “Give me one crayon.”) Continue using different objects and numbers. Let them practice in groups or pairs.

## topics

**Focus sounds:** long /oo/

**Unit setting:** Old Western Saloon  
(E-Blocks software)  
Saloon/Room (student book)

**Focus words:** saloon, food, moon, tooth, boot, spoon, room, school, balloon, broom, noon, pool, stool, cartoon, tools, moose, kangaroo

**Set phrases:** It’s a

**Passive words**

**and structures:** prepositions (under/on/in)

## teaching goals

### With

**E-Blocks:** Pupils will learn the focus sound and the words representing the focus letters and sounds.

**In class:** Pupils will

- Describe rooms and locations using prepositions
- Learn to write and say the words illustrating the focus sound.



## materials

- ABC chart
- Flash cards with all the focus letters and words (see above)
- Audio CD
  - ABC song
  - Rhyme (‘The moon is high’)
- Paper cups, scissors, crayons (for additional activities)