



Lesson 5

Initial Letter Sounds (A/B/C/D)

What's needed

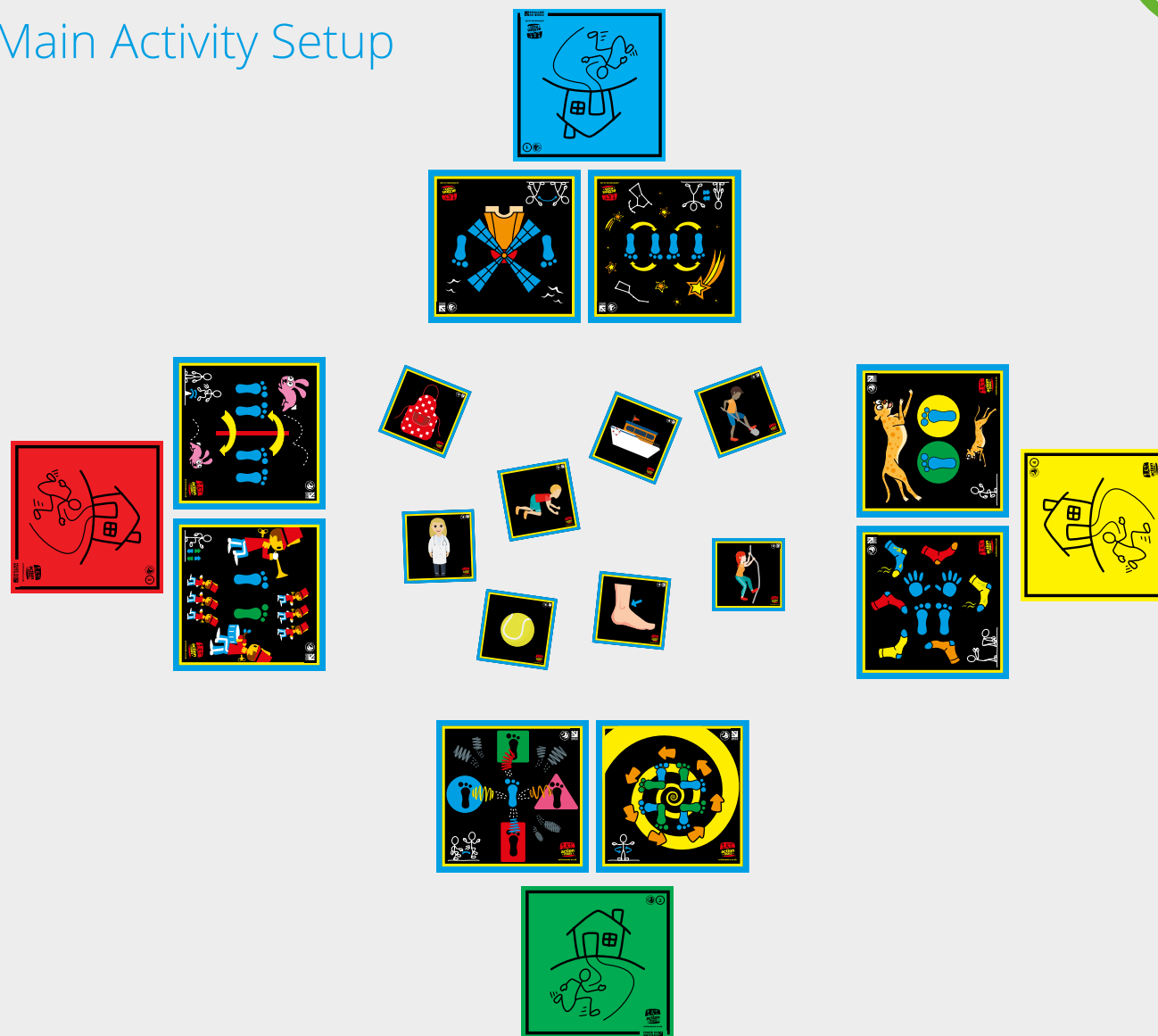
X4 Coloured House mats

X8 Mini Action Mats

X8 Picture Mats

- Apron, Ankle
- Ball, Boat
- Crawling, Climbing
- Digging, Doctor

Main Activity Setup





Learning objectives

To listen attentively and connect a picture with the initial letter sound of its name.

To begin to use learnt vocabulary in well-structured sentences

To develop confidence when speaking to the group

Language and Communication ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Physical Development ELG

Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy ELG

Read words consistent with their phonic knowledge by sound-blending.

Main Activity

Group student into pairs and allocate each pair to a coloured house mat. Ask each pair to next to each other.

This time, each pair of students will have a turn at the same time. So that students aren't waiting around too long, all students can complete actions together

Explain that all students will complete 5 repetitions on their house mat but only one group will then go and look for a picture that you request.

1) Begins with A

Ask all students to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask the red group to find a picture of something that begins with A (use both letter and phonetical sounds)

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear concise language where appropriate.

2) Begins with B

Ask all students to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask the yellow group to find a picture of something that begins with B (use both letter and phonetical sounds)

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear concise language where appropriate.

3) Begins with C

Ask all students to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask the blue group to find a picture of something that begins with C (use both letter and phonetical sounds)

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear concise language where appropriate.

4) Begins with D

Ask all students to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask the green group to find a picture of something that begins with D (use both letter and phonetical sounds)

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear concise language where appropriate.

*Now ask the children to rotate in a clockwise movement so each pair/ group are standing on a different coloured house mat. (This will mean they are looking for a different letter)

Continue rotating until your designated time period ends.

As an extended task, try to ask students a question about their picture and support them to answer in a full sentence.

Examples:

Where is your ankle?

My ankle is on my foot.

When do we wear an apron?

We wear an apron when we're cooking.

Is a ball round or straight?

A ball is round.

Where does a boat move?

A boat moves in the water.

What is the person doing?

The person is climbing.

What is the person doing?

The person is crawling.

What is the person doing?

The person is digging.

What does a doctor do?

A doctor helps people.