



Main Activity Setup



Lesson 6

Initial Letter Sounds (F/G/H/K)

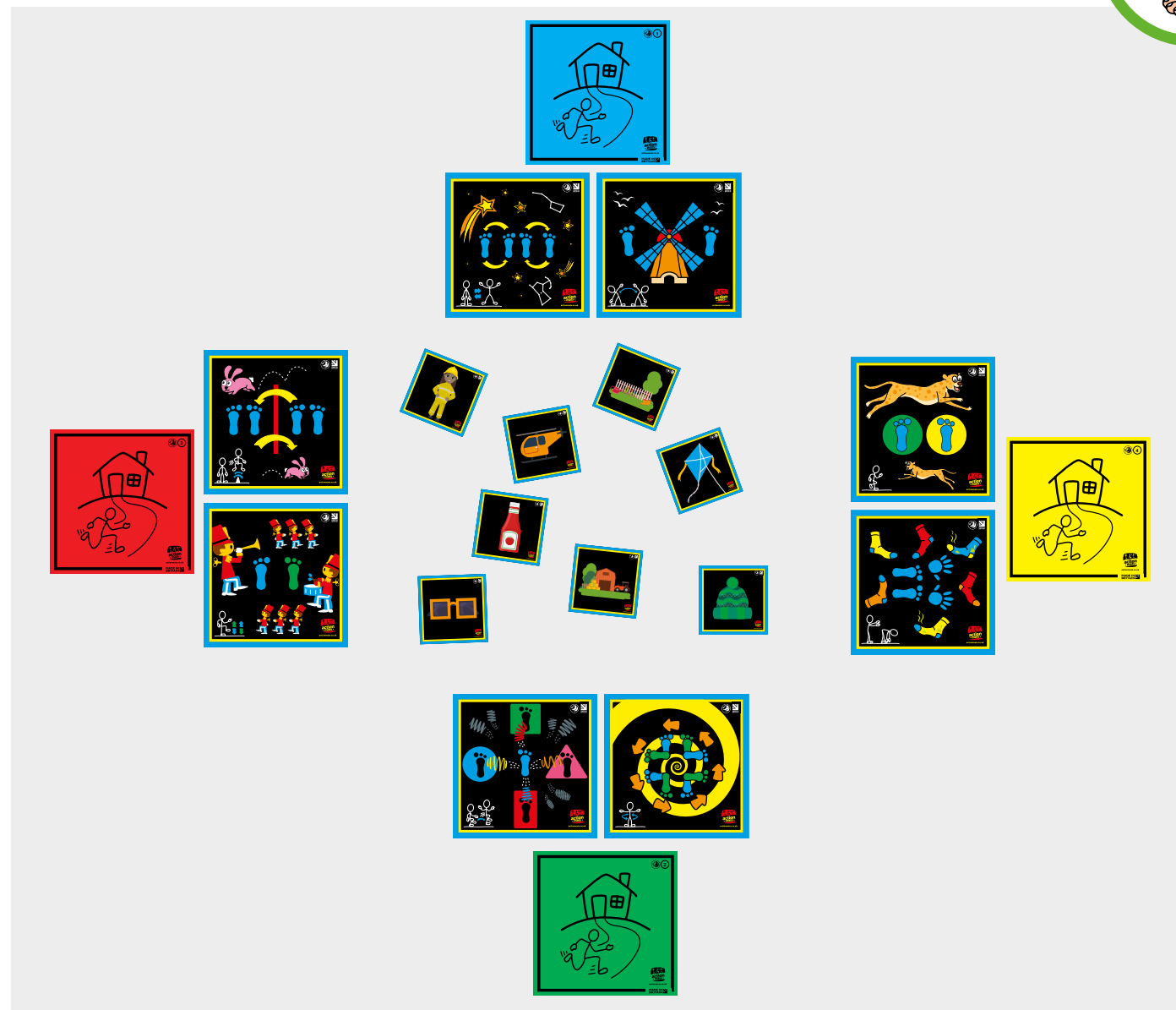
What's needed

X4 Coloured House mats

X8 Mini Action Mats

X8 Picture Mats

- Firefighter, Farm
- Garden, Glasses
- Helicopter, Hat
- Kite, Ketchup





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.

Literacy ELG

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

Physical Development ELG

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

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 F

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 F (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 G

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 G (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 H

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 H (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 K

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 K (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:

What does a firefighter do?
A firefighter helps people.

What might you see if you go to a farm? You might see a tractor at the farm.

What shape are the glasses?
The glasses are square shaped.

What might you see in a garden?
You might see some flowers in a garden.

When might you wear a hat?
You might wear a hat if it's cold.

Where does a helicopter move?
A helicopter moves in the sky.

When might you play with a kite?
You might play with a kite when it's windy.

What might you eat ketchup with? You might eat ketchup with chips.