

Lesson plans for Foundation Step 1 (slow track)

Foundation Step 1 letters: a b c h m r t

Foundation Step 1a Lesson plan - slow track

LESSON	LETTER CARDS	WHITE BOARD (or paper)	WORD BUILDING 1 (brown envelope)	DRILL SHEETS (3 pages)	WORK SHEETS	SIGHT WORDS 1 (white envelope)	BLENDING CARDS
1	Use picture sides of all cards for Step 1 letters i.e. a b c h m r t. Teach names of objects only e.g. apple.	-	-	-	-	Learner copies each sentence strip using individual words to build each one. He says words out aloud as he builds.	1) Teach names of objects. 2) Ask "Which one am I saying e.g. c.a.t?"
2	With picture sides of step 1 cards: 1) revise names of objects e.g. apple 2) teach sounds and objects e.g. a... a... apple.	Practise writing a, saying, "a... a... apple".	1) Use pictures to teach names of objects e.g. cat. 2) Blending exercise: Which one am I saying e.g. "c...a...t?" (sounding out) Do not introduce words or letters yet.	a	-	Learner copies each sentence strip using individual words to build each one. He says words out aloud as he builds.	1) Teach names of objects. 2) Ask "Which one am I saying e.g. c.a.t?"

Foundation Step 1b, lesson plan – slow track

LESSON	LETTER CARDS	WHITE BOARD	WORD BUILDING 1 (brown envelope)	DRILL SHEETS (3 pages)	WORK SHEETS	SIGHT WORDS 1 (white envelope)	BLENDING CARDS
3	With picture sides: 1) Revise sounds and objects e.g. a... a... apple. 2) Teach just sound e.g. a	Practise writing a saying e.g. "a... a... apple".	1) Use pictures to teach names of objects e.g. cat. 2) Blending exercise: Which one am I saying e.g. "c...a...t?" (sounding out) Do not introduce words or letters yet.	b	-	Learner copies each sentence strip using individual words to build each one. He says words out aloud as he builds.	1) Teach names of objects. 2) Ask "Which one am I saying e.g. c.a.t?"
4	1) With picture side, revise just sounds e.g. a 2) Use sides without pictures to teach sounds only e.g. a	Practise writing b a saying e.g. "a...a... apple".	1) Use pictures for blending exercise: Which one am I saying? e.g. "c...a...t?" (sounding out loud). 2) Put words under pictures. Learner copies words, building with individual letters under each one. He sounds out loud as he builds e.g. "c...a...t cat."	h	-	Learner copies each sentence strip using individual words to build each one. He says words out aloud as he builds.	1) Teach names of objects. 2) Ask "Which one am I saying e.g. c.a.t?"
5	Use sides without pictures to revise sounds.	Practise a b h saying e.g. "a...a... apple".	Same as above	m	-	Same as above	Same as above

Foundation Step 1c, lesson plan – slow track

LESSON	LETTER CARDS	WHITE BOARD	WORD BUILDING I (brown envelope)	DRILL SHEETS (3 pages)	WORK SHEETS	SIGHT WORDS I (white envelope)	BLENDING CARDS
6	Use sides without pictures to revise sounds.	Practise a b h m r t saying e.g. "a... a... apple".	1) Use pictures for blending exercise: Which one am I saying? e.g. "c...a...t?" (sounding out loud). 2) Put words under pictures. Learner copies words, building with individual letters under each one. He sounds out loud as he builds e.g. "c...a...t cat."	r	-	Learner copies each sentence strip using individual words to build each one. He says words out aloud as he builds.	1) Teach names of objects. 2) Ask "Which one am I saying e.g. c.a.t?"
7	Same as above	Practise a b h m r t saying e.g. "a...a... apple".	Same as above but now learner builds words without a word to copy.	t	-	Same as above	Same as above
8	Same as above	Practise a b h m r t saying e.g. "a...a... apple".	Same as above	c	l a, b, c	Same as above	Same as above
9	Same as above	Practise b h m r t a saying e.g. "a... a... apple".	Same as above	-	l d, e, f	Same as above	Same as above

The learners are ready to move on to Foundation Step 2 when they can, without clues, read and write:

1) all Step 1 letters i.e. a b c h m r t

2) these words: cat mat bat rat hat