

Phonics Fun

Level: Starters	Topic: long a sound	Duration: 90 mins
Teaching Objectives	1. By the end of the class, students can be familiar with “long a” sound. 2. By the end of the class, students can pronounce some “long a” words correctly. 3. By the end of the class, students can read some “long a” words aloud in longer utterances. 4. By the end of the class, students can recognize “short a” words and “long a” words.	
Props and Aids	<input type="checkbox"/> A projector <input type="checkbox"/> Markers <input type="checkbox"/> A whiteboard <input type="checkbox"/> Speakers <input type="checkbox"/> Word cards (<i>See Appendix I.</i>) (Presenting and the copies) <input type="checkbox"/> Blue tech or magnets <input type="checkbox"/> Sticky balls *2 <input type="checkbox"/> Copies of short paragraph (<i>see Appendix II.</i>)	
Lesson Plan		
Stage & Time	Steps	Supplementary tools
Warm up (5 mins)	<ul style="list-style-type: none"> ● Greet students by calling their names and draw a star next to their names on the whiteboard. ● Play a song to introduce today’s topic: <i>long vowel a sound</i> by PB school https://youtu.be/nW8JP1I6ong?si=Kpthg7VYQGtz8sVf 	<input type="checkbox"/> A projector <input type="checkbox"/> Speakers <input type="checkbox"/> YouTube song
Sounds Presentation (10 mins)	<ul style="list-style-type: none"> ● Present long vowel a by writing “ā” on the board as it is shown in the video. ● Pronounce [e] and point at the word at the same time, and tell the students that it is called “long vowel a”. ● Explain how “long a” sound sounds differently from “short a” sound, for example: <ol style="list-style-type: none"> 1. Tell the students that when we say a, a, a; [æ], [æ], [æ], it’s “short a”, assisting with fingers gesture to show “short”. 2. Tell them that today we learn “ā” [e] like Rapunzel’s hair, long- long- a. 	<input type="checkbox"/> A whiteboard <input type="checkbox"/> Markers <input type="checkbox"/> Word cards (<i>See Appendix I.</i>)

	<ul style="list-style-type: none"> ● Show the word cards individually to the students and guide them to read after the teacher. 	
Pronunciation practice (15 mins)	<ul style="list-style-type: none"> ● Write down “a_e”, “ai”, “ay” on the board and draw a line between two of them. ● Raise one of the words cards and prompt the students to say the word again. ● Then, stick or magnet the card (e.g., “game”) into the correct column on the board and tell them it is “a_e” says, [e]. ● Alternatively prompt the students to say the word and put into the matched column based on the “a_e”, “ai”, or “ay” sound. ● As a wrap up, say one of the rules, such as “give me an “ai” [e] word”, and prompt the students to say and review the words together. 	<input type="checkbox"/> Blue tech or magnets
Activity 1 (20 mins)	<ul style="list-style-type: none"> ● Sticky ball: <ol style="list-style-type: none"> a. Draw three big circles on the board, and write “a_e”, “ai”, & “ay” in each of the circles. b. Assign two of the students to the front, giving each of them a sticky ball. c. Show one of the cards to students and pronounce it. Guide the students to throw the sticky balls to the correct circle. For example, if the teacher shows and say “snail”, the students need to throw the sticky ball into “ai” circle. d. Alternatively assign different students to try and give them points as encouragement. e. For the second round, show the cards only without pronouncing them and have the students say the word after throwing the sticky balls. 	<input type="checkbox"/> Sticky balls *2
Break Time (5 mins)		
Phonics words (10 mins)	<ul style="list-style-type: none"> ● Give each of the students a copy of the word cards and guide them to turn over to see the back of the cards. ● Guide them to fill-in the blank and prompt them to say the words on the cards. For example, “game, we can say [video games] and [I like to play video games, who likes it too?] etc.” 	<input type="checkbox"/> Copies of the word cards (<i>See Appendix I.</i>) <input type="checkbox"/> Pencils & erasers

<p>Reading practice: words hunting (10 mins)</p>	<ul style="list-style-type: none"> ● Give each of the students a piece of short paragraph. ● Then, prompt them to circle the word with long a, which is a word including “a_e”, “ai”, or “ay”. ● Prompt them alternatively to say the words they circle and check if they have found all the words. ● Guide the class to read through the paragraph together as the wrap up of this practice. 	<p><input type="checkbox"/> Copies of short paragraph (see Appendix II.)</p>
<p>Activity 2 (10 mins)</p>	<ul style="list-style-type: none"> ● Draw 2 big circles on the board and write “Long a” & “short a” individually in each circle. ● Prompt the students to say some words about long and short a sound, the teacher can provide some examples. ● Write down few words that the students say into the circles. ● Assign two students to the front and grab a sticky ball. They have to throw the ball into the correct circle after hearing the teacher says a word. For example, teacher says “apple”, and they need to stick in the “short a” circle or vice versa. ● Play few rounds until they are able to say some short and long a words. 	<p><input type="checkbox"/> Sticky ball *2</p>
<p>Wrap up (5 mins)</p>	<ul style="list-style-type: none"> ● Have them take out their word cards again and place them on their desk. ● Teacher raises a card randomly and put it on the forehead, then ask the students to pick up the same card and say the word without teacher’s hint. ● If they are familiar with the sounds, the teacher can turn over the card and prompt them to say the utterances again. 	<p><input type="checkbox"/> Word cards</p>

Appendix I – Word cards

 game	 cake	 snail
 nail	 play	 say

long n _ l s	pl _ balls	Teacher s _ s
video g _ m _ s	chocolate c _ k _	a little s n _ l

Appendix II – Short paragraph

I like playing video games with my friends. Today is my birthday, my mom makes me a chocolate cake, with a little snail picture on it. After our game, we eat the delicious cake together. I also paint my nails with bright colors. Playing games and trying new things makes me happy!

I like playing video games with my friends. Today is my birthday, my mom makes me a chocolate cake, with a little snail picture on it. After our game, we eat the delicious cake together. I also paint my nails with bright colors. Playing games and trying new things makes me happy!

I like playing video games with my friends. Today is my birthday, my mom makes me a chocolate cake, with a little snail picture on it. After our game, we eat the delicious cake together. I also paint my nails with bright colors. Playing games and trying new things makes me happy!

I like playing video games with my friends. Today is my birthday, my mom makes me a chocolate cake, with a little snail picture on it. After our game, we eat the delicious cake together. I also paint my nails with bright colors. Playing games and trying new things makes me happy!

I like playing video games with my friends. Today is my birthday, my mom makes me a chocolate cake, with a little snail picture on it. After our game, we eat the delicious cake together. I also paint my nails with bright colors. Playing games and trying new things makes me happy!

I like playing video games with my friends. Today is my birthday, my mom makes me a chocolate cake, with a little snail picture on it. After our game, we eat the delicious cake together. I also paint my nails with bright colors. Playing games and trying new things makes me happy!