

**Theme: Writing Words (1)****Focus: Spelling Skills****Lesson Objectives**

Students are able to

1. identify and spell big and small creatures,
2. spell words to complete sentences.

**Resources**

*(Preparation to be done before the lesson)*

1. Learning Vocabulary Workbook 2
2. Picture cards of animals and other creatures from **Exercise 11 and 12** of Learning Vocabulary Workbook 2
3. Word cards with vocabulary words and other related words such as rhyming words to be learnt in **Exercise 11 and 12** written on them

**Introduction / Warm-up Activity (5 min)**

1. Show the students the picture cards of different animals. Ask them what they are and get them to make sentences about the pictures.
2. Write the sentences they have made on the board but leave the names of the animals blank. Discuss with them how to spell the missing words. If they cannot, write the letters that make up the word on the board but have them scrambled up. Then ask them if they can spell the words. Spell the words for them if they are still unable to.

**Lesson (10 min)****Spelling Skills**

1. Show the students the other picture cards, one at a time, and ask them what they are. Ask them if they are able to spell the words. Explain to the students how to separate the sounds that make up the words so as to learn how to spell the full word.
2. You may also want to highlight the spelling of certain sounds that do not sound the way they are spelt.

### Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 11 of Learning Vocabulary Workbook 2, pages 21 – 22** on their own.
2. Facilitate the students' learning by walking around to check their answers.

### Additional Activities / Closure (15 min)

1. Divide the students into pairs. Give each pair six words which they have learnt in **Exercises 11 and 12**. Let each person take three words. One of the students reads a word and the other student has to spell the word. If the student cannot spell the word, his partner has to ask leading questions to help him along.

*Example:*

- What sound does the word start with?

You may want to give them a set of questions to ask.

2. They can swap words with each other and repeat the activity.
3. If time permits, each pair can also swap words with other pairs of students.

### Optional Activities

1. Ask the students to complete **Exercise 12, pages 23 – 24** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. Get them to make funny sentences using the words they have learnt to spell.

*Example:*

- There was a leopard in the basket.

Give them time to draw pictures that reflect their sentences.

4. Let them share their sentences with the class.