

Example Plan for Lesson 3 in the Accelerated Programme

Lesson Plan for 1 hour		
Name: _____		
Date: _____		
Lesson Number: 3 Revision: Suffix 's' (plural) (TP4)		
New Teaching Point(s): Suffix 's' with verbs (TP4) and contractions (TP5)		
Time	Content/Item	Comments / Observations
10 mins	<p>Alphabet/dictionary work</p> <p>Time pupil setting out the alphabet arc from A to Z, naming each letter. Pupil touches each letter saying name and sound. Use sequencing cards to practise groups of letters out of context (GH-, MN-, DE-, RS-, etc). Pupil reads the first two letters on the card saying letter names and then supplies missing letter. Introduce use of apostrophe with contraction 'isn't' (TP17 in main programme). Repeat for the words: didn't, hasn't, hadn't, can't (note change in vowel sound). Use CC14. <i>Arc away Z to A.</i></p>	Time taken =
5 mins	<p>Revision</p> <p>Pupil reads words with suffix 's' from lotto game in last lesson and sorts them into five rhyming sets. Use cards to play a pairs game.</p>	
2 mins	<p>Reading Pack</p> <p>Go through cards in reading pack (up to suffix 's') two or three times. Aim for a speed of one second per card (5 seconds).</p>	Time taken= Best time:
3 mins	<p>Spelling Pack</p> <p>Introduce spelling pack routine by reminding pupil of BME activity from previous lesson. Check which sounds can be heard in all three positions (/sp/, /st/); which are beginning sounds (/sn/, /sm/) and which came at the end of words (/z/ suffix 's') using record from last lesson.</p> <p>Pupil listens to T say sound, repeat its, names the letter/s that make that sound and writes it in their book (or on a BME sheet) in the correct column/s saying sound and letter name as they write.</p>	
15 mins	<p>New Teaching Point(s)</p> <p>Pupil listens to sentences and identifies the verb (doing word): I <u>step</u> on the mat. He <u>snips</u> the tag. T writes the sentences on a white board, P underlines verb and identifies the suffix. Give pupil three pairs of sentences to look at: I nip the bud / Dad nips the bud; I tip it in the bin / He tips it in the bin; I snap at him / Kim snaps at him. Pupil identifies difference between first and second sentence in each pair. Practise matching pronouns cards to correct verb using activity for TP16 in main programme. P writes the sentences made in exercise book.</p>	
10 mins	<p>Handwriting</p> <p>Introduce cursive form for 'h', 'd', and 'c' using handwriting routine. Practise writing contractions: it's, isn't, hasn't, hadn't, can't, mustn't.</p>	
5 mins	<p>Reading in Structure</p> <p>Add cards for contractions 'didn't' and 'can't' to pronoun and verb cards. Pupil makes as many sentences (for reading) as they can. Discuss change of tense, note suffix 's' only used with (3rd person) present tense.</p>	Sentences made:
3 mins	<p>Spelling in Structure and/or High Frequency Words</p> <p>Introduce SOS routine for: snips, spots, snaps, it's, isn't, didn't.</p>	
2 mins	<p>Quick Review</p> <p>Check pupil knows what a contraction is.</p>	
5 mins	<p>Game/Activity</p> <p>Wordsearch: suffix 's' plural and verb. P reads back words highlighted.</p>	No. of words found: