

Appendix 2: Learning Plan Template

Learning Plan

Date: 10 November 2021

Level / Age group: K1/ 4 to 5 Years Old		Number of children: 6
Theme / Topic: Nature		Duration: 35 minutes
<p>Brief information about the interest, abilities and prior knowledge of the group of children:</p> <p>The children are able to identify words that start with the same letters. They are also able to follow simple two-step instructions. The children are also familiar with words that start with word families such as, 'sa-' and 'ta-'.</p> <p>The children love to watch videos and sing along to them. The children also love to engage in conversations and show an interest in collaborative learning. In addition, they like to present their ideas to their peers on frequent occasions. However, the children have a very short attention span and need constant breaks. Thus, their lesson timings are made shorter.</p>		
Learning Areas	Learning Goals	Key Knowledge / Skills / Dispositions: <i>(From NEL's Educators' Guide)</i>
L&L	LG3: Read with understanding and enjoyment	Recognise beginning and ending sounds in words
SED	LG4: Communicate, interact and build relationships with others	Work and play cooperatively in a group
NUM	LG1: Recognise and use simple relationships and patterns	Match sort and compare things by one attribute (i.e. according to colour, shape or size)
<p>Learning Objectives: <i>Children will be able to ...</i></p> <ul style="list-style-type: none"> (L&L) Recognise sounds of words that start with the consonant blend 'tr-' (SED) Work together with their peers to create words that start with 'tr-' using word cards provided. (NUM) Match the appropriate image to the word cards that correspond to it. 		
<p>Learning Disposition: <i>(choose ONE from NEL's PRAISE)</i></p> <ul style="list-style-type: none"> Reflectiveness 		

Environment Set-up:

- During introduction and main part of the activity and closure, children will be seated in front of the educator and easel board at the literacy corner.
- During the activity, children will be seated in pairs at the tables. 4 kids at 1 table and 2 at the other table. Materials needed will be placed on the table for them: A3 paper and word cards.

Materials:

- Computer, Easel board and whiteboard marker
- 3 A3 drawing block with outline for children to place word cards in
- 15 word cards containing 'tr'
- 15 word cards containing 'ain', 'ail', 'ack', 'ay', 'ap', 'ip', 'ace', 'eat', 'iangle', 'im', 'ash', 'easure', 'ick', 'y', 'olley'
- 15 picture cards of the words that will be created
- 3 plates to place the cards on.
- "TR Consonant Blends" Video (<https://www.youtube.com/watch?v=f2Ot6djHcb4>)

Procedures: *(include transitions and suggested questions in each section below)***Introduction** (5 minutes)

1. Gather children to the literacy centre and get them seated in front of educator and easel board. 3 children in first row, 3 at second row. She will tell children they will be learning about consonant blends.
 - a) *Good morning children! Today we will be learning something about consonants. What are consonants?*
 - b) *"Very good! Now that you know consonants, what do you think are consonant blends?"*
 - c) *"Very good! Putting together 2 letters! What consonant blends do you know?"*
 - d) *Why are they called consonant blends? It's because they are made of consonants!*
2. She will recap with children on the last lesson where they made leaf artworks and use this to relate to the "Tr" consonant blend.
 - a) *"Does anyone remember what we used to make artworks with last friday?"*
 - b) *"Now, where do you think leaves come from?"*
 - c) *"Yes, trees! Now do you see a consonant blend in tree? Very good! "Tr"?"*
 - d) *"What other words start with "Tr"?"*

3. Educator will tell children that today they will be learning more about words that start with the consonant blend 'tr-'.

Activities (20 minutes)

1. Educator will show children a song called, "TR Consonant Blend Sound" and ask questions related to the video.
 - a) *"What is this word? What is a trail?"*
 - b) *"What are the different words you saw that starts with 'tr-'?"*
2. Educator will explain to children that they will be working in pairs to create words that start with tr- and match it to their respective pictures. They will place the word cards and image onto the A3 paper. Educator to demonstrate using word cards.
 - a) *"Ok children! For today's activity, I will get everyone to split into pairs. Everyone will be making words that start with the consonant blend 'tr-'."*
 - b) *"Everyone will get 5 words each. You will be given word cards and you will have to piece them together. "For example, 'tr' and 'ain'. What does "tr", "ain" mean? I will join these cards together to make the word train! After you make the word, you will put it together with the picture."*
 - c) *"Now, if you are unsure about anything, you can always ask me!"*
4. Educator will split the children into 3 pairs and start. Children will go through 3 rounds so that they are able to create all 15 words. They will be given 5 minutes per round.
 - a) *"When everyone is done, I want everyone to switch places."*

Closure and Clean up (10 minutes)

1. Get children to gather and bring them across every station to review all the words created.
 - a) *Ok children! Time's up! Everyone please gather around the first set. What are the different words? How do you spell it?"*
2. Get children to clean up their tables: remove the papers and stack the word cards into a plate. Educator will then ask them to gather in front of the easel. She will ask question and thank the children.
 - a) *"What did we learn today? What consonant blend did we do today?"*
 - b) *"What sound does "Tr" make? Can some of you give me examples of words?"*
 - c) *"Did you have fun making words? We are done! Thank you everyone for your participation!"*

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Appendix



SET-UPS & CHILDREN'S WORK