

# Oh What

Join us for a



Christmas Party in English!





A thin Christmas tree throws







Solve the puzzle!

- Find the word
- Built the word





The princess of the....

**ONSET** 

RIME

One...two...

**Every morning I brush my....** 

I made a Christmas...









WISHES TO BE TALL SO,

IT GAVE SANTA A CALL

BUT,

HE WASN'T THERE AT-ALL!









## MAKE A WISH! MERRY CHRISTMAS!







Circle the word that rhymes with the word inside the box.

ball	fall	doll
small	hot	ball
squall	not	ball
stall	squall	top
call	ball	sock



## **A Merry Spelling Game**

LETTERS ARE COMING TO TOWN!



Put the words that start with:

b into the big balls

d into the small balls



doll

boll

bell

deal

desk

bear

door

board

beard



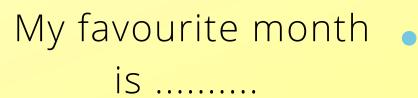


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- Fill in the gaps! Then, match the sentences with the pictures.
  - Use the words:Fry, my, sly, July, sky,

A fox can be a very ..... animal.



Can you see the swallows high up in the .....?

..... the chicken in a little butter.

This is ..... pet. His name is Luke!







## SANTA HAS GOT A PROBLEM!





Santa is looking for the Christmas bell. Do you hear a noise?



I think someone has taken it....Let's help Santa to find the Christmas bell.







The elf is hiding the Christmas bell into his hair!

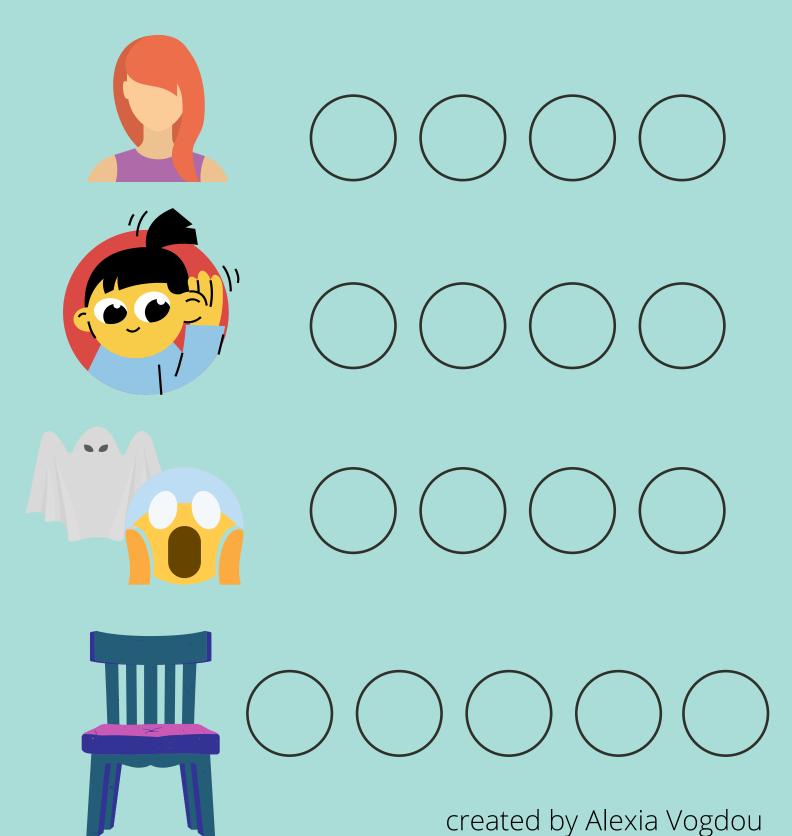


Santa is happy now and the elf will not be naughty again!



## Letters and Sounds

- Look at the picture
- Say the word
- Count the phonemes
- Write each letter in the circles



### 2021

Learning Difficulties

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### [LESSON PLAN & LINKS]

Time		
-	Procedure	Objectives
Activity		
Intro	T introduces the theme of the	To familiarize S with the
2 min	lesson (Christmas stories).	lesson's topic and content.
	T tells the story through the	
	video and reads clearly the	To create an auditory,
	sentences as appeared. T	visual and kinesthetic
	emphasizes rhythm,	educational environment.
	intonation and word stress.	
Activity 1-	S watches the video again and	To develop S' phoneme-
Christmas	reads aloud Christmas story.	grapheme correspondence,
Story	T allows extra time to the S	orthographic and
	for building the sentences (in	phonological awareness.
Tasksheet I	slide 1 & slide 2). T asks	To practice the spelling
	from the S to find the words	pattern "th" via aural
13min	that contain the diagraph	input, visual prompts and
	"th". Twrites on the board	writing.
	the words that the S has	To write the actual
	found.	spelling pattern and
	T provides tasksheet and	highlight the "th" diagraph
	explains the steps to be	by utilizing a coloured
	followed. S finds the word	pencil.
	and then divides the words	To practice pronunciation
	into onsets and rimes. T asks	of the "th" sound in
	from the Sto mark the "th"	different positions in the
	with green pencil in every	word.
	word. T asks to write a	To engage S creatively in
	sentence by using a th-word.	the learning process.
	T highlights the importance	To practice sentence
	of building appropriately the	structure/word
	sentence. S reads aloud the	order/punctuation marks.

	story by using rhythmic	
	motions like hand clapping.	To internalize the sound
		$ \theta $ —letter "th"
		correspondence through
		meaningful and authentic
		language input.
		To integrate spelling with
		reading and writing
		To create mental pictures
		of the words containing
		the "th" diagraph through
		the visual material.
	T reads the video's title and	To create an auditory,
	asks S to make a Christmas	visual and kinesthetic
Activity 2	wish. S watches the video	educational environment.
-	while T reads the poem. T	
Christmas	asks for unknown words. S	To develop S'
Wishes	watches the video once more	orthographic awareness
Taskheet II	and reads the poem along	
10 min	with the T. Emphasis is	To consolidate the spelling
	placed on intonation and	"a" by juxtaposing words
	rhythm. T highlights the	with the same spelling –
	pronunciation of the long	sound correspondence.
	vowel /ɔː/ in every word. T	To develop awareness
	provides tasksheet II.	regarding the spelling rule
	S reads aloud the words in the	of the letter "a" that
	box and then circles the word	corresponds to the long
	that rhymes with it. T put	vowel sound /ɔ:/.
	emphasis on the different	To differentiate between
	sounds of the odd word e.g.	short vs. long vowels and
	Ball –fall-doll. T asks to use	spelling pattern.
	an orange pencil for	To integrate spelling with
	highlighting the letter "a" that	reading.

sound /ɔ:/.  the letter "a" in the found in tasksheet using an orange pen  T delivers tasksheet III and reads the rubrics. T reads the To identifying	II by
T delivers tasksheet III and	eil.
T delivers tasksheet III and	
1 4 1 7 1 4	initial
reads the rubrics. T reads the To identifying	initial
words given in the list. S sounds in words.	
Activity3 listens to the words and tries	
to identify the sounds at the To consolidate the s	spelling
A Merry beginning. T asks the of /b/ &/d/ sound.	
Spelling following questions: Do "bell	
Game and door" start with the same To practice the fre	quently
sound? Do "doll and boll" confusing spelling	of /b/
6min begin the same? T writes the &/d/ sound.	
words on the board.	
S pronounces the words and To establish contin	nuity in
T encourages the learner to the lesson by a	pplying
apply the strategy of self- already taught s	spelling
correction. T illustrates, patterns.	
according to the Orton-	
Gillingham Approach that the To distinguish	the
letter "b" should be written different letters by	using
by drawing the vertical line the Orton-Gill	ingham
first and then the circle. In Approach and draw	v the b
contrast, letter "d" should be & d letters accordin	gly.
written by drawing the circle	
first and then the vertical line. To raise aw	areness
T demonstrates once on the concerning mirror w	vriting.
board.S completes the task by	
placing the d-words into the	
small Christmas balls and b-	
words into the big ones, by	
following the T instructions	

regarding the drawing of the	
letters, as mentioned above.	
Finally, T suggests colouring	
the d-words in blue and b-	
words in red.	

Time - Activity	Procedure	Objectives
Activity 4 - Tasksheet IV 12 min	Tshows the mind map and asks S to work together to solve "the great mystery of — y". S explores the spelling pattern —y as presented in the mind map and pronounces each word (fly, sky, fry etc.). S writes down the words while reading aloud. T asks for unknown words and provides oral examples. S tries to deduce word meaning. Then, T delivers tasksheet IV and explains the steps to be followed. S reads aloud the words needed for completing the task. S matches the sentences to the pictures. T asks S to colour the final —y in hers favourite colour.	awareness.  To consolidate spelling patterns.  Too present linguistic input in an organised manner.  To ensure focus by dividing the information into smaller  To identify the relationship between the spellings of -y words in final position.  To comprehend the frequency of the -y spelling corresponding to the /ai/ pronunciation.
Homework - Tasksheet V	T provides detailed instruction for executing activity 5 – tasksheet V assigned for homework.	with the practice of -y spelling.  To develop S' phonological& orthographic awareness and phoneme-grapheme correspondences
2min		To practice segmenting individual sounds.

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#### **Activity 1**

https://www.canva.com/design/DAEQbTkdQHo/pCMD3NABtXDhGIr8J1UQTg/view?utm content=DAEQbTkdQHo&utm campaign=designshare&utm medium=link&utm source=publishsharelink

#### Tasksheet I

https://www.canva.com/design/DAERLpomWE4/aCr0QR0dh-1h3X-4uAR-GQ/view?utm content=DAERLpomWE4&utm campaign=designshare&utm m edium=link&utm source=publishsharelink

#### **Activity 2**

https://www.canva.com/design/DAEQe4NC-R4/gdNTFmHP0t0rZCSndut-VQ/view?utm\_content=DAEQe4NC-

R4&utm campaign=designshare&utm medium=link&utm source=publishshar elink

#### Tasksheet II

https://www.canva.com/design/DAERLo41brE/ISHSUEv3\_jaqB7NiCB64CQ/view?utm\_content=DAERLo41brE&utm\_campaign=designshare&utm\_medium=link&utm\_source=publishsharelink

#### **Activity 3- Tasksheet III**

https://www.canva.com/design/DAERLov-hyo/oioaUxjGXuRKqoaqwJ68g/view?utm content=DAERLovhyo&utm campaign=designshare&utm medium=link&utm source=publishsha relink Lesson Plan & Links created by Alexia Vogdou

#### **Activity 4**

https://www.canva.com/design/DAERL9Fn2pk/hik5ntzDP4Ofllzscn6rZQ/view?utm content=DAERL9Fn2pk&utm campaign=designshare&utm medium=link &utm source=publishsharelink

#### **Tasksheet IV**

https://www.canva.com/design/DAERPCCuUls/bHpZk215Rmqu5dIUnXgNxw/view?utm\_content=DAERPCCuUls&utm\_campaign=designshare&utm\_medium=link&utm\_source=publishsharelink

#### **Homework**

https://www.canva.com/design/DAERQyW2Hg4/OUB7oO0E9S4o8NLApMB4g

Q/watch?utm content=DAERQyW2Hg4&utm campaign=designshare&utm m

edium=link&utm source=publishsharelink

#### Tasksheet V

https://www.canva.com/design/DAERRCDP-fl/0lyogmetQF9qStjfAyPETg/view?utm content=DAERRCDP-

fl&utm campaign=designshare&utm medium=link&utm source=publishsharel ink

