

Session 6

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Session Title	Phonics Fun - Learning Letters Q to Z!
Objective	• Help everyone feel comfortable and excited to speak English. • Learn some simple English words in a fun way. • Get to know each other better!
Topics/Concept	• Letter recognition and pronunciation • Vocabulary building • Interactive learning through movement and play
Material Required	• Flashcards with letters Q to Z and corresponding pictures. • A whiteboard or chart to write new words. • Small props or pictures related to the words (optional). • Music or sound effects (optional for added fun)
Methodology	A mix of phonics practice, word recognition, and a fun game to reinforce learning. Encourage student participation through physical movement and group interaction

Session Plan

1. Intro Activity:

Greeting & Introduction to the Letters (Q to Z)

Greet students and introduce today's letters: Q, R, S, T, U, V, W, X, Y, Z.

Quick warm-up: Ask students if they know any words that start with these letters.

Example: "Can anyone think of a word that starts with Q?" (Queen, Quick)

Go through a few examples to get them excited about the lesson.

2. Main Topic/Activity:

Phonics Practice:

- Q q – Queen, Quick, Question, Rabbit
- R r – Rainbow, Rain, Rose, Ring
- S s – Sun, Snow, Snake, School
- T t – Tiger, Table, Tree, Ten
- U u – Umbrella, Up, Urban, Unit
- V v – Van, Violin, Vegetable, Vehicle
- W w – Watch, Walk, Window, Watermelon
- X x – Xmas, X-ray, Xylophone
- Y y – Yak, Yoga, Yo-yo, Yellow
- Z z – Zip, Zebra, Zero, Zoo

For each letter:

- Introduce the sound of the letter: Say the letter sounds clearly and repeat several times for the students to hear.
- Show flashcards with corresponding words and pictures: Hold up each flashcard and have the students repeat after you.
- Ask students to make the sound: For example, say "Sss for Snake!" and encourage students to say "Sss" with you.
- Encourage participation: Ask the students if they can think of any other words starting with the same letter.

Activity Example:

- For R, show a flashcard of a Rainbow and say: "R is for Rainbow! Can you say 'R' with me? Rrrrr."

- Then ask them, “What color do you see in the rainbow?” This keeps them thinking and involved.

3. Game Time: “Find the Letter”

- Materials: Flashcards with letters Q to Z placed around the room.
- Instructions:

Call out a word (e.g., “Rose”).

The students must run to the flashcard with the corresponding letter (R).

Once they reach the letter, they must say another word that starts with the same letter (e.g., “Ring” for R).

This can be a race with teams or individuals, and you can add a timer for fun!

Repeat for all letters to reinforce learning.

Extension of the Game:

- To make it more challenging, ask the students to say the letter sound before running to the correct flashcard.

4. Phonics Practice through Movement:

- Jump and Spell Game:

Call out a word (e.g., “Van” for V).

Have the students jump in place and say the letter sound (e.g., “V-v-van!”).

This keeps the energy up and connects learning with physical activity.

5. Vocabulary Practice & Interaction:

- Flashcard Shuffle:

Mix up the flashcards on the floor.

Call out a word (e.g., “Tiger”).

Ask the students to quickly find the flashcard with T and say another word that starts with T (e.g., “Table”).

- Group Discussion:

Ask students to come up with sentences using the new words.

Example: “I see a rainbow.” or “I can play with my yo-yo.”

This encourages sentence formation and helps students understand word usage in context.

Expected Learning Outcomes:

- Knowledge Building:

Recognize and pronounce the letters Q to Z.

Learn new words starting with each letter.

- Skill Building:

Improve listening and response time.

Build confidence in identifying letter sounds.

Engage in active learning through play and movement.

Review Questions/Assessment/Tasks:

- Review Questions:

Ask students to say a word for each letter Q to Z.

Point to a letter and have students say the sound and a word (e.g., “What’s a word for W?”).

- Quick Quiz:

Show a flashcard with a letter and ask the students to come up with a word that starts with it.

Example: Show X, ask “Can you think of a word for X?” (Xylophone, Xmas)

Follow-Up Tasks:

- Encourage students to find and bring pictures or objects related to Q to Z for the next session.

Example: “Can you bring a picture of a Zebra next time?”

- Next session: Prepare for letters A to E in the following session, reinforcing phonics skills.
- Vowels Session

Revision #2

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