

Module 1: Phonemic Awareness

Read the information below in 15+ languages by selecting your preferred language using the translation tool in the top left corner of the screen.

<https://www.youtube.com/embed/WIZQKyeTKBE?si=yGWZApaaeDXwfic9>

<https://www.youtube.com/embed/00Uts3F9iLc?si=X7lOzPNL5FctbxaN>

<https://www.youtube.com/embed/F3jCTYEAwiQ?si=2-klwGH7-ZQY8s0k>

Class 1: Letter sound relation, Vowels – Short and long sound

Objectives:

- Why is it important to understand letter sound relation?
- How can students use this knowledge to listen and speak English?

How do I go about it?

- **Starter (5 mins):** As it is the first class, we start with a small introduction. While giving the introduction, the facilitator can just ask what sounds their names have and the number of sounds, etc.
 - For example:
 - My name is Riya.
 - Can we find out how many sounds there are in this name?
 - How can we break it?

- R/E/Y/A, No of sounds- 4

- **Topic of Discussion (35 mins):** The facilitator can make flash cards of the Alphabet. By showing each card one by one the facilitator can pronounce the sound each letter makes and ask the students to repeat after the facilitator. The facilitator then divides the letters into groups- one as vowels and second as consonants. The facilitator then can introduce the long sound and short sound each vowel makes. This can be introduced through various words with pictures that come under each category. This explanation will be done by showing video clips. While the facilitator is introducing each word, they can also make 2-3 sentences using the word.

- For example:
 - Long sound A- late- I am late to school.
 - She came late for dinner.
 - Short sound A- Cat- Cat ran behind the table.
 - Rat is scared of the cat.

- **Activity (10 mins):**

- Make a tabular column in your notebook: Column A (words with short sound) column B (words with long sound). The facilitator will read a small paragraph of 5 to 6 sentences with long sounds and short sounds. Could you identify the words and write them separately?
 - For example: Dog and cat are mates. They always play. Dog and rat are also mates. They bake cake and gave to cat. Cat does not like rat. But, after having the cake cat likes the rat. Now, cat, dog and rat are mates.
- Show simple words to the children. For example: cake, made, bake, rat, bun, sun, like. Write them in a flash card. Divide the students into two groups. Team a and team b. Ask each team one by one if they can break the word and count how many sounds there are. Those who are able to give answers get points, those who are trying get half points.

Note for facilitators:

Plenary (5 mins):

- What did you understand from this concept?

- Was it too difficult?
- Did you understand how to break the words and read?
- Did you understand the difference between long and short sounds?

Question for takeaway reflection (5 mins):

- Make a tabular column. Could you find more words that have short vowel sounds and long sounds?
- Make a pair of two: can you play a game between the two students by asking sounds of each letter in a word.

What materials do I need?

- Flash cards
- Sketch pens
- **Resources:** Audio and video clips to show children in between discussion or activity.
 - <https://www.youtube.com/watch?v=xTKPXa9y9TM>

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

Class 2: Digraphs

Objectives:

- Understanding the consonant digraphs, as words with this combination are common.
- Understanding the sounds will help the children to familiarize with words swiftly.
- How can students use this knowledge to listen and speak English?

How do I go about it?

- **Recap (5 mins):** The facilitator can recap the previous class by asking a few questions on sounds. He/she can use a matching activity. The facilitator says a sound and students choose the right letter by saying it or writing it.
 - For example:
 - What is the sound of letter 'd'?
 - What is the long sound letter 'a'?
 - What is the short sound of letter 'e'?
- **Starter (5 mins):**
 1. The facilitator can do an activity which includes movement.
 2. Students will be asked to do the opposite action of what the facilitator says.
 - Clap and Snap,
 - Stand and Sit,
 - Wiggling hands fast and slow.
- **Topic of Discussion (35 mins):** The facilitator can move on to the next topic of helping children understand the sounds when two letters join together. Certain times, when two letters come together, they make one sound.
 - For examples:
 - Wh in (When, what)
 - Th in (that, then)
 - Sh in (shake, shark)
 - Ch in (chart, chain)
 - Ph in (phone, photo)
 - While explaining this concept, use examples in sentences that they might have heard on a regular basis:
 - What is your name?
 - That is a table.
 - It is a chart.

- That is a shadow.
- It is her phone.
- The facilitator can write these sentences on a white strip in bolds or share a screen and type these sentences and ask the students if they can identify the words that have letters when they join make one sound.

• **Activity (10 mins):** Facilitators can write these 5 (digraphs) on a flash card and ask students to remember if they can think of words starting with these sounds.

- For example:
 - Flash card: wh
 - Students might have heard words like, where, when, why, what.
- While discussing these words the facilitators can also discuss two things:
 - First- the meaning of each word.
 - Second-how to use them in sentences.

Note for facilitators (optional): (Facilitators can choose to use the term 'digraph'. It is not added to the discussion taking to the assumption that students might get confused).

Plenary (5 mins):

- What are the examples of when two letters join together, they make one sound (digraphs)?
- What words are with wh etc?
- Which part of the concept did you find difficult?
- What should be explained again?

Question for takeaway reflection (5 mins):

- Can you think of sentences that have words like: what, that, than, where, this, why, share, chat, photo and share it with the facilitator next class.

What materials do I need?

- Flash cards
- White paper strips
- Sketch pens

- **Resources:** Audio and video clips to show children in between discussion or activity

Possible challenges and solutions:

- Low number of students: The facilitator can choose not to make groups and do activities on an individual basis.
- Poor connection: In case of poor video connection, the facilitator can choose to type the concerned words or sentences in the chat box or, if possible, share the screen.

Reflection (filled after class):

- What went well?
- What did not go well?
- What do I need to improve for the next class?

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