

# Week 11

## This week's concepts:

Letters: review

Words: at, on, in, where

### Day 1:

- 1.1 Alphabet Activity (see appendix Activity 1.1)
- 1.2 Review previous work (all letter and word cards in your review deck)
- 1.3 Letter drills (see appendix Activity 1.3)
- 1.4 Handwriting practice (see appendix Activity 1.4)

### Day 2:

- 2.1 Alphabet Activity (see appendix Activity 1.1)
- 2.2 Review previous work (all letter and word cards in your review deck)
- 2.3 This week's review: Repeat the letter drills from Activity.1.3. Dictate the letters to student for him to write without looking.
- 2.4 Introduce this week's words using the word book.  
Tell student the words. Have student identify the letters in each word and tell how many letters are in each word. Ask student to tell you what each word means, providing definitions for any words the student does not know.
- 2.5 Word Drills. Do word drills as in appendix. (See Appendix Activity 2.5)
- 2.6 Handwriting, writing the words. (See Appendix Activity 2.6)

### Day 3

- 3.1 Alphabet Activity (see appendix Activity 1.1)
- 3.2 Review previous work using letter and word cards.
- 3.3 Review this week's letter and words using drills 1.3 and 2.5
- 3.4 Reading practice. Have student read the sentences given in Activity 3.4.
- 3.5 Handwriting practice: sentences. Select sentences from Activity 3.4 and have student write them. Remind student that sentences begin with capital letters and end with a mark. Also, be sure to tell student to leave spacing in between words.
- 3.6 Practice letters, words, sentences. Play one or more games listed in the appendix.

**Day 4**

Based upon your view of student's progress this week, you can either give student an assessment today if you feel student is ready or repeat Day 3 activities. See Day 5 for Student Assessment instructions.

**Day 5****Assessment**

If student is ready, give end of week test as follows:

1. Have student read letter drills (Activity 1.3) non applicable to this lesson
2. Have student read word drills (Activity 2.5)
3. Have student read sentences (Activity 3.4)
4. Dictate all letters and words and selected sentences to student and have him write them.

You may want to have a bonus section of the test and include words from previous weeks.

## Appendices:

**Activity 1.1: Alphabet Activity**

Use the Alphabet and Vowel Chart

(<http://tj-languagearts.tripod.com/alphabet/alphabetnvowelposters.doc>)

with the routine: You may want to post this near your learning area for quick reference during learning sessions.

- Ask student # of letters in alphabet; supply answer in beginning lessons
- Point to the letters and recite the letters in the alphabet in order (may do more than one time)
- Ask student which letters are uppercase/which are lower case; supply student with explanation of the upper/lower case letters for first lessons.
- Have student match uppercase letters to lowercase letters (flashcards, worksheet, or just point to a lowercase (or uppercase) letter and have student find its corresponding uppercase (or lowercase) letter.
- Ask student what is the 1st letter, 2nd letter, 3rd letter, last letter of the alphabet
- Have student name the letter you point to.
- Tell student to find the letter "c" etc..... (in the chart, in a book, poster, or anywhere in environment)
- Give student dictation. Call out a letter or letters, have him write it. Make sure he is forming it correctly.
- Sequencing
  - ask student what comes after the letter/before the letter....(student can look at chart)
  - Ask student what becomes between two letters (can write with spaces: a \_\_\_ c or use flashcards, sowing 2 to three letters at a time a\_\_\_c or a\_\_\_.

**Activity 1.3: Letter Drills**

Review letters learned using alphabet chart or letter drills from past lessons.

**Activity 1.4 Handwriting Practice**

Practice writing review letters or dictate letters to student to write.

**Activity 2.5 Word Drills**

Have student read each row of words. Repeat if necessary. Repeat after every prayer today.

Have student point out each instance of each word, one word at a time.

You may want to make a copy of this page and have student circle all instances of each word separately.

<b>at</b>	<b>at</b>	<b>at</b>	<b>at</b>
<b>at</b>	<b>in</b>	<b>in</b>	<b>in</b>
<b>in</b>	<b>on</b>	<b>on</b>	<b>on</b>
<b>in</b>	<b>on</b>	<b>at</b>	<b>on</b>
<b>where</b>	<b>where</b>	<b>where</b>	<b>where</b>
<b>on</b>	<b>at</b>	<b>in</b>	<b>in</b>
<b>at</b>	<b>at</b>	<b>on</b>	<b>where</b>
<b>where</b>	<b>on</b>	<b>at</b>	<b>in</b>

## 2.6 Handwriting the words.

at		
in		
on		
where		

**3.4 Reading Practice**

Have student read the sentences given.

Tell student to find certain sentences.

Important: Also give student sentences from previous lessons to read.

Where is the dog?  
The dog is on the van.

Where is the pig?  
Is the pig in the tree?  
The pig is at the tree.

Where is the boy?  
The boy is on the van.

Where is the red apple?  
The apple is in the tree.

Where is the little girl?  
The girl is in the tree.

Where is the blue shoe?

Is the shoe in the tree?

Where is the big man?  
The man is in the van.

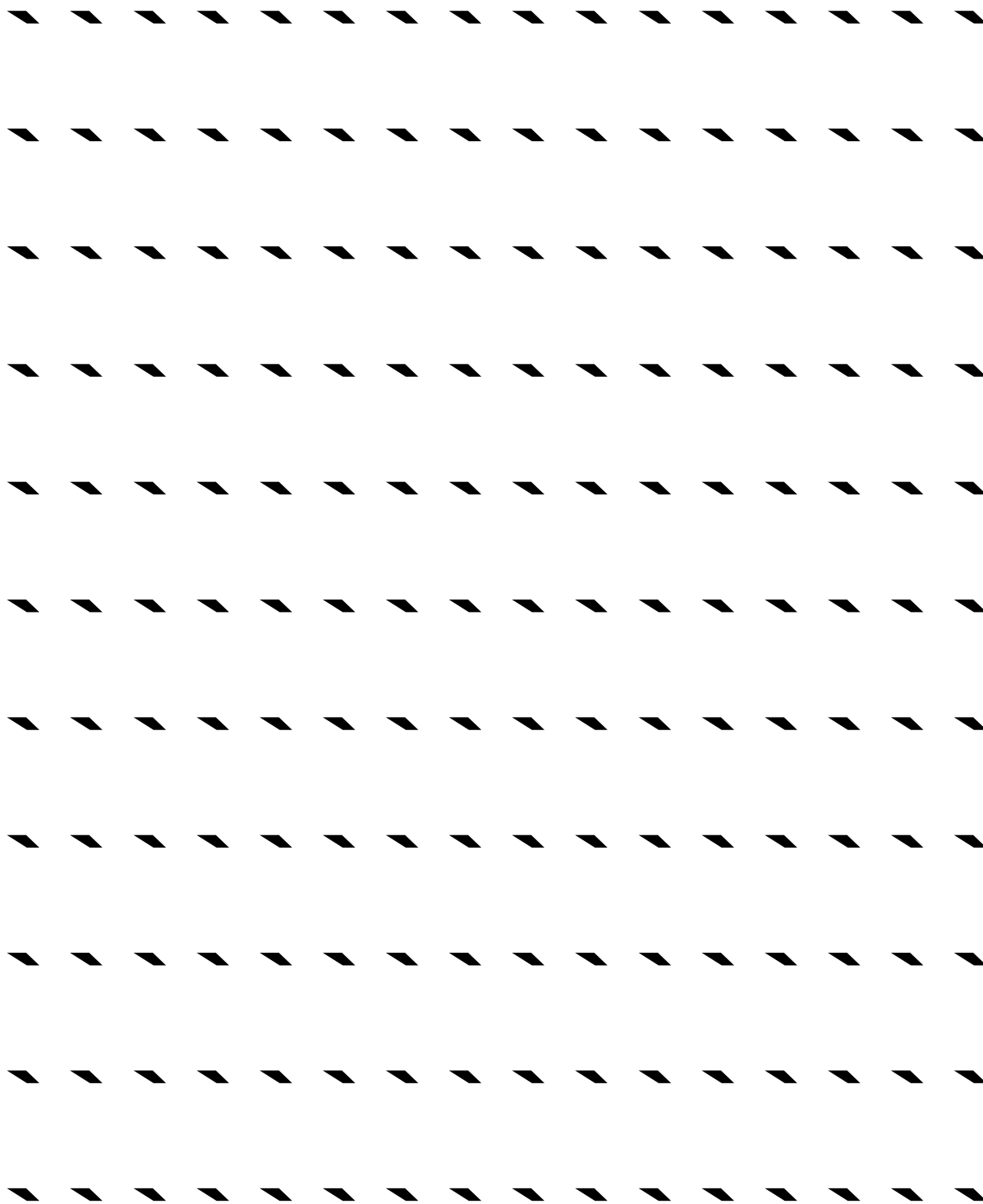
Where is the queen?  
Is the queen at the van?

Where is the yellow cat?  
The cat is in the tree.

Is the little apple on the  
tree?

Is the big cat on the  
shoe?

3.5 Handwriting Practice. Have student write selected sentences from 3.4.



**3.6 Practice Letters, Words, and Sentences**

Teacher: Play one or more of the following games (or others) with student this week to practice the words:

- **Bang:** Use letter and review decks. Place the cards into a bag or can. Add one or two cards that read "Bang!" Student pulls out a card and says the letter or word. If draws gets "Bang!" he must put the cards back and start again.
- **Bingo.**
- **Tic Tac toe:** Write words or letters from this week's lesson (and previous lessons, if desired) in the squares. Student must say the letter, or its sound or the word in each space to mark a space.
- **Ladder Game:** Draw a ladder or set of steps. Write letters and/or words on each step. Student must read the words/letters to go up the steps/ladder.
- **Speed contest:** Compete with student to see who can write each word or phrase the most in 45 seconds. One word at a time. Teacher must write the vocabulary word 3x as much as student to win.