

Curriculum Area: Letter Sounds	Unit/Lesson Title: Ready Go! Unit 4 Tt Uu
Grade level: Grade 2	Author: Amy from Wugu primary school Anna from Shulin primary school
Time required: 40 mins	Date: 23 May, 2016
Materials	
1. PPT 2. Flashcards (pictures and words) 3. White boards 4. Picture books 5. Worksheets for three groups	
Lesson Objectives	
By the end of the class, students will be able to <ol style="list-style-type: none"> say both the letter sounds and the correspondent words. read the chant and recognize the key words write letters and words in correct position. apply what they've learned from the picture books and share motivated to find out more information from the picture books 	
Pre-Assessment/Prior Knowledge	
This is the third period of this unit Prior knowledge: <ol style="list-style-type: none"> Letters names and sounds from Aa to Ss Correspondent words from Aa to Ss Daily English English names of classmates 	
Key Language and Vocabulary	
T t tiger (turtle) U u up (umbrella) The <u>tiger</u> is playing with a <u>toy turtle</u> . Mom says, "Go <u>up</u> to get your <u>umbrella</u> ."	
Differentiated Instruction	
In the first and second period, the whole class learned the same content. Given some practice and drills, mid and high-level students acquired the key language very fast and were able to apply the new language to create sentences. Lower-level students were slow at saying the letter sounds and correspondent words. A few students were still struggling with the letter names and shapes. In the third period, DI activities will be applied in the learning process and the finished products vary as a result.	
DI activities are based on students' readiness.	
In the beginning, students are grouped homogeneously into low, mid and high groups. While on task, each student works with one partner in groups. In the wrap-up activity, students gather and share with the whole class.	

Equity - How will all learners engage? Describe your differentiated instruction strategy.

Low-level Group: Students will be practicing the letter sounds and correspondent words by using small cards. The teacher will lead the practice. Worksheets will be given after the practice to help reinforce letters / words recognition and writing.

Mid-level Group: Students will be practicing the chant unscrambling and reading the chant aloud. Four to five little helpers (more advanced students in this group compared to other students) will be assigned to check the pair unscrambling and reading. Worksheets will be given after the practice to help reinforce writing.

High-level Group: Students will be reading small books and finding words starting with T and S. They will be answering some questions from the books in written form and sharing with each other.

Speaking, listening, reading and writing skills will be observed in DI activities. The teacher will be walking between the groups to guide and check students' oral practice and sharing. When the teacher is with one group facilitating speaking practice, the other two groups will be engaged in reading and writing.

Lesson Overview- list what the teacher and students will be doing.

Steps in the Lesson	Time	Assessment
1. Seating—PPT to arrange students in different groups. Remind each group about the instructions and the classroom rules that were given in the previous period..	5 mins	
2. Group A (low-level group) a. Trace Tt, Uu in the air and on the small letter cards and read its names/sounds out loud. b. Show the picture cards "tiger" "turtle" "up" "umbrella". When the teacher reads one picture, students identify its sound. c. Show the word cards "tiger" "turtle" "up" "umbrella". Use simple phonics rules to help students read the words. Ask students match the picture with the word. d. Guide students to apply the words to the chant and read out loud.	20 mins	Be able to identify the sounds. Be able to read the words independently. Be able to know the meaning of the chant by matching the pictures to the chant. Be able to finish writing practice.

