**Observation Task 2: Teaching a Phonics Lesson**

🖊***Table 2: Teaching a Phonics Lesson***

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| ***The Structure of the Lesson*** | | |
| ***What the teacher does*** | ***What the children do*** | ***Comments*** |
| **Introducing the Sound:**  **Letter n**  - Before the teacher taught children the letter n, she asked them a question: where do you go when you feel sick in the kindergarten?  - The teacher showed children the flashcards of the letter and told them this is nnnn.  - The teacher showed them three flashcards of the letter n and named each picture: (n-nurse, n=night, n=nest) wit indicating on the picture and ask them to name the things in Arabic.  **Letter p**  - The teacher brought a popcorn in a carton bag (so children can not see) and asked a group of students to close their eyes, put their hands inside and try to feel the thing.  - The teacher asked them: what do you think is this?  - The teacher asked all the students so what is this? With what sound it starts?  - The teacher showed them the flashcards, named each picture (popcorn, pirate, penguin) with making the p sound. | **Letter n**  - Children answered: we go to the nurse.  - children observe the letter on the flash card and say after the teacher nnnn.  - Children repeat after the teacher and name the pictures and make the sound.  **Letter p**  - Students closed their eyes and touched the thing inside the bag.  - Children immediately knew the answer from touching the thing (popcorn). It was obvious that it is popcorn.  - All the children answered: this is popcorn, the sound is pppp.  - Children repeated after the teacher the name of pictures and made the p sound. | **Letter n**  The activity worked well but I suggest the teacher to make a more interesting activity than just asking them a question, showing them the flashcards and making the sound. For example: she could bring a penguin toy and ask them: what is this? where does it live? And bring a news paper and ask them: what do you think is this? and bring a nest (a basket that looks like a nest) and tell them: this is where birds live, do you know what do we call it in English? And if they don’t know the anser she can allow them to name it in Arabic and then she tells them: this is nest. At the end, she put all the things that start with letter n on the carpet in front of children to see and asks them: so all these things, with which sound they start? And they answer: they start with nnnn.  **Letter p**:  This activity was really engaging and children loved the idea when they close their eyes and pick the thing inside the bag. |
| **Hearing the Sound in the initial position:**  The song of sounds is the first way to help children absorb the sound of letters and repeat with the song.  **Letter n**  - The teacher asked them to name other things that start with n around them or things they see in their life?  **Letter p**  - the mystery box activity: the teacher brought a box with things start with p and other letters (s,a,t) and asked a number of students to close their eyes and pick a thing from the box that contains: (penguin toy, apple, TV, popcorn, pirate, tiger toy, ambulance toy) then open their eyes and see it, if it starts with p they put it in a box that is written on it “p” and if it doesn’t start with n they should put it inside the box that has no letter written on it. | **Letter n**  - Children answered: nose, necklace, number, newspaper.  **Letter p**  - Most of the chosen children knew the things and knew how to classify it in the right box with the help of teacher rand their friends. | **Letter n**  The question helped children to use their minds and start thinking of the things. This helps children to develop their remembering skill.  **Letter p**  The activity got children enthusiasm, engaged and want to participate in different classroom activities. |

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| **Introducing the Writing of the Sound:**  - The teacher introduces the writing of each letter in the beginning of the lesson. She showed them how to write letter p  1. Draw a line from up to down  2. Go back up  3. Draw a small circle.  - The teacher asks children to write the same way she wrote on the floor, in the air, and on their hands. | - Children write the letter p on the floor, in the air, and on their hands. | The way of writing the letter that the teacher showed them was easy for children to understand. |
| **Practicing Writing the Sound:**  In the activities, She asked children to write the letter on a white paper and use the tread to put it on the letter.  At the end of the lesson, she asked each child to write the letter on the white board. | - Children knew how to write the letter p correctly when they did the activities.  - Children wrote the letters on the white board and some children needed the teacher help to write the letter correctly. | Letting each child to write the letter on the white board is a good way to help them practice writing it correctly. |

# **Reflections on Observation Task 2: Teaching a Phonics Lesson**

1. **What program is used in your school to teach phonics?**

The program that is used to teach phonics in this school is song of sounds. It is used in all government kindergartens in UAE.

1. **How is phonics taught in your school?**

To teach phonics in this school, first the teacher play the song of sounds everyday before starting the lesson for children, then when she starts teaching a new sound she make the sound of the letter and do the action of it. For example, when it was the lesson of letter i the teacher put her finger on her cheek that means (interesting).

1. **What was the focus of the lesson?**

The focus of the lesson was on the letter p. The words that start with the letter, making the sound of the letter and writing it.

1. **Were the learners engaged in the phonics lesson? If they were, select (a); if they were not, select (b).**

**a. Describe the different types of active engagement activities that the teacher used.**

- The engaging in the beginning when the teacher used a bag and asked children to close their eyes, feel the thing/material inside the bag and guess what is it.

- The differentiated activities when each group did a bit different activity according to their levels

- The ending activity using the mystery box that children loved it so much. This was interesting for them because they again close their eyes, pick a thing, open their eyes and classify either it starts with p or not.

**5. What types of activities did the children participate in during their independent centers that reinforced the lesson objective/learning outcome? If they participated in learning centers, select (a); if they did not, select (b)**

1. **Describe two (2) learning centers activities that the teacher could have used to help reinforce the learning outcome.**

In the reading center, a group of children can read stories and every time they find p they point on it.

A group of children can make the letter using play dough in the art area. Or design it using different materials like thread, beads and coloured papers.

A group of children can use the cubes to make the letter p.