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Pip's Phonics

Teacher's Resource Book

2



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Teaching the letter and sound: *H*

What are the children learning?

- To see, hear, say, read and write the simple sound for the letter *h*.
- How to write *h* correctly both as a small and a capital letter.
- To identify the sound *h* in words, e.g. *head*, *hat*.
- Some new vocabulary featuring *h*.
- A simple jingle with actions to use and reuse as a mnemonic.
- How to read phonically decodable CVC words featuring the sound *h*.



Warning:

- Be careful because in Spanish the *h* is silent.
- Say a quiet *h* sound. The tongue stays quite flat at the bottom of the mouth, behind the bottom teeth.
- Talk about the *h* sounding like a breath. It is not pronounced in a guttural way.
- Let the children hold a hand in front of their mouths to feel their breath as they say the sound. Their throat should not vibrate as they pronounce the letter.

Main Vocabulary:

horse, hippo, helicopter, handbag

Vocabulary in the scene:

hen, hat, hopscotch, hand, hair, hockey, hula hoop, hood, hop

Additional Vocabulary:

house, head, ham, happy

H Jingle

Here is my head, (hands on your head)
 Here is my hat. (hold hands like a hat)
 Put them together, (put your hat on)
 Just like that! (put both hands out, palms up)

Main action: Head

Put both hands on your head.

Teaching and learning focus in each session:

Session 1: Introducing the letter sound

- Introduce the letter sound.
- Introduce new vocabulary.
- Introduce the iconic image.
- Sing or say the jingle.

Session 2: Practise see, hear and say the letter sound

- Sing the jingle again.
- Review new vocabulary.
- Complete Student's Book, page 3.

Session 3: Practise saying the letter sound and writing the letter

- Finger trace the letter.
- Review the vocabulary.
- Complete Student's Book, page 4.

Session 4: Practise the letter sound with a creative activity

- Make the happy hat pop-out.

Session 5: Practise the letter sound with the whole class and in group activities

- Review the sound.
- Review the vocabulary.
- Whole class and group activities (see Teacher's Book, pages 14-17).

Optional extra materials

- Photocopiable vocabulary activity, Worksheet H1, see page 103.
- Photocopiable letter formation activity, Worksheet H2, see page 104.
- Photocopiable craft activity, Worksheet H3, see page 105.

Class audio

- *H* Sound: Track 1.
- *H* Jingles: Tracks 2-5.



Session 1: Introduce H

Materials:

- Pip pop-out
- i-book
- Sound card for **h**
- Picture flashcards for **h**
- Jingle card for **h**
- CD
- Photocopiable vocabulary worksheet (Optional Follow up Activity)

Warm up

Review all the sounds learned in Level 1: s, i, t, p, a, n, o, g, d, e, c, k, m, u, r.

Show the Pip pop-out and tell the children to say hello to Pip. Then, remind them to ask; *What's the sound today, Pip?* Pip then answers: **Hello, hello!** *Today's sound is in hello.* Help the children to hear and guess the sound **h**.

See, hear, say

Show the sound card for **h** and say: *h!* Play the sound for the children to hear and repeat.

Point to your own mouth to model the way you say it. Breathe onto your hands and pretend to be cold, pronouncing the **h** as you do! Tell the children to copy you.

Play the video for this sound in the i-book to demonstrate correct pronunciation.

Repeat the sound and ask the children to say it several times. Choose various children to model the sound in front of the class.

Show the picture flashcards of *horse, hair, house* and *helicopter*. Say each word with emphasis on the **h** sound. Ask the children to repeat the words.

Play *Snap* with the previously printed out picture flashcards: Place them on the board and invite four volunteers to come out. Say: *1-2-3 (house)*.

The first child to snap the card wins.

Present the scene

Display the Student's Book, page 3 or the IWB and use the Pip pop-out to point to and say the sound of the day.

Point to the **H** at the top and reiterate the sound whilst you trace the letter shape. Get the children to repeat and join in. Point to the hats and say: *Look, hats*, emphasising the initial letter.

Point to the hippo and say: *Look, a happy hippo!* Ask volunteers to point to and name any other **h** words they can see. Depending on the level of the class and their language acquisition skills you could point out other **h** words that appear in the picture: *hen, hat, hopscotch, hand, hair, hockey, hula-hoop, hood, happy*.

Jingle

Show the flashcard of the jingle and then play the chant version, while demonstrating the actions. Play the jingle again and encourage the children to join in.

Get the children to sing the jingle in groups while the other children do the actions.

Optional Follow up

Photocopiable vocabulary activity, Worksheet H1, see page 103. Use the i-book to demonstrate the activity.

Get the children to point to Sal and ask what letter is on her hat. Then ask them to find the balloons with words starting with **m** (mirror, mouse) and to join them to Sal's hat. Do the same with the other characters and balloons.

Review the sounds learned so far at the bottom of the page.



Teaching the letter and sound: *H*

Session 2: See, hear and say *H*

Materials:

- i-book
- Student's Book, page 3
- Student's stickers for **h** • Pencils and crayons

Warm up

Ask the children in turns to come up to the IWB and point to the vocabulary previously learned.

See, hear, say

Invite the children in turn to point to *hippo*, *horse* and *handbag* both at the bottom and in the scene. Ask children to suggest where the *helicopter* might go.

Remind them of the jingle and ask them to find children with hats on and without hats on. Ask them to find children playing hockey, hopscotch or playing with a hula hoop. Then, get them in turn to drag the pictures into their correct space on the scene. Point to the words *hat* and *hen* and help the children to read them.

Let's work!

Hand out the Student's Books and **H** sticker sheet. Using the IWB or a Student's Book, page 3, demonstrate the *Find and ring*, *Stick and Read and draw* activities so the children can do them in their own books.

Give the children lots of praise for their work: *Clap hands for your hats and hens!*

Session 3: Say and write *H*

Materials:

- CD • i-book • Sound card for **h**
- Student's Book, page 4 • Student's stickers for **h**
- Photocopiable writing worksheet (Optional Follow up Activity)
- *Gomets* of different colours (optional)

Warm up

Sing the jingle together. Ask them to sing it in different ways: very fast, very loud, in a whisper and so on.

Say and write

Show the **h** card and everyone calls out: *h*. Make the **h** shape in the air with your back to the children so they can copy it correctly. Ask the children to draw a big **h** in the air and then draw it very small on the palm of their hands. They can also finger draw it with their little finger or their elbow! Check that all the children are drawing the **h** correctly. Call out: *Big H!* or *Small h!* and encourage the children to sky write it accordingly. See page 14 for Pip's tips on letter formation.

Let's work!

Hand out the Student's Books and the **h** sticker sheet.

Using the IWB or a Student's Book, page 4, point to the letters at the top and demonstrate how to finger write both letters, pronouncing the **h** as you do so. Encourage the children to say the letter and

finger write it in their books. Use the grapheme guide in the i-book to demonstrate the correct letter formation.

Ask the children to call out the sounds for the word *hat*. Then let them write the missing letters from the word in their books. Remind them of the correct letter formation, showing the grapheme guide again if necessary and let them complete the rows of letters in their books.

Point to the pictures at the bottom and remind them of the family members. Let the children decide which words are missing from each phrase. Help them to sound out the missing words so they can write them.

Finally, point to the picture of the hat and tell the children they are going to choose their favourite **h** words and stick them in the hat. As they work, ask them individually which pictures they have stuck.

Optional Follow up

Photocopiable letter formation activity, Worksheet H2, see page 104. Use the i-book to demonstrate the activity.

Ask the children to trace the rows of letters and then point at everyone's hair to show how different they all are. Ask them to give each head new and colourful hair using letters **h!**

Hand out some coloured *gomets*. Demonstrate how to make a big **H** and a small **h** and get the children to make them on paper. They can then trace both letters with their fingers.



Session 4: Play with H

Materials:

- i-book
- **H** Pop-out
- Crayons
- Glitter
- Stickers
- Stampers
- Stapler
- Sticky tape
- Elastic

Warm up

Play *Sal says*. Tell the children to touch their head, hair or hands and to put on a hat but only when *Sal says so!* For example: *Sal says touch your hair.* (They touch their hair). *Put on your hat.* (They do not do anything).

Session 5: Review H

Materials:

- Different coloured dough
- Lollipop sticks
- Glue
- White glue
- Paint
- Photocopiable craft activity (Optional Follow up)
- Die (optional)

Warm up

Go on a **h** hunt round the classroom. The children can wear their hats as they do so. When someone finds something, encourage everyone to shout:

Hurray!

Whole class and group work

These activities are only suggestions, choose one or more or adapt them to suit your class.

- Be horses! Take the children to a large open space and tell the children to role-play being horses or horse riders. They can also do a race, the first person to cross the finish line must say all the words they know that start with **h**!
- Make helicopters. Give each child a large piece of dough and demonstrate how to roll it into a big round ball which will be the body of the helicopter. Glue two lollipop stick across and onto the ball of dough to make the rotor. Once they have finished, the children can varnish it all with a mixture of liquid glue and water. When it is hard they can decorate it!

Let's work!

Use the i-book to demonstrate the activity. Show the children the pop-out of the happy hat and help them to push it out. They can decorate it as they wish. Help them to roll it into a cone and staple or stick it down. Attach elastic to each side of the hat so the children can wear them. Ask them to tell you things that make them happy.

Note: Save the hats for the next session.

- Put the children into groups to sing the jingle or an alternative song. Let them practice in their group and then perform for the rest of the class.

Change the words to the jingle, for example:

Here is my hand,

Here is my head.

Put them together,

And go to bed!

- If they do not already know it, teach the children the song, *If you're happy.*

If you're happy, happy, happy,

Clap your hands.

If you're happy, happy, happy,

Clap your hands.

If you're happy, happy, happy x 3

Clap your hands.

See page 16 for more creative ideas to reinforce the letter **H**.

Optional Follow up

Photocopiable craft activity, Worksheet H3, see page 105.

Count to ten with the children and write the numbers on the board. Tell them to fill in the numbers that are missing on the hopscotch.

Demonstrate how to play hopscotch with your fingers and a die, which is a lot of fun!

You can recreate the same hopscotch in the playground with chalk and play the real thing with or without a die.