

Onestop Phonics: The letter Cc by Rachel Finnie

Level: Starter; Starters (Cambridge Young Learner tests)

Target age: 4+

Time needed: 20-30 minutes per letter

Materials: *Phonics podcast* (downloaded from www.onestopenglish.com); character flashcard; copies of worksheets 1 and 2 for each child

The letter Cc

Vocabulary

cake, candle, car, carrot, cat

If this vocabulary is new to your learners, it will require pre-teaching. You may like to use onestopenglish flashcards to pre-teach these words. Alternatively, you could use magazine pictures, draw the items on the board or, where possible, use realia.

Procedure

- Start by telling the children they are going to learn about the letter *C*.
- Say *C* (as it is said in the alphabet) and then say *c* (as it is said in *carrot*). Ask the children to repeat each time.
- If you are using the flashcards, you might like to either hold up the character flashcard for *Colin Carrot* or stick it up on the board where the children can see it. Say the name *Colin Carrot* and ask the children to repeat.
- Play the podcast for *C* and ask the children to listen carefully.

Transcript:

This letter is called C

C C C

This letter sounds like:

c c c

c for carrot

Colin Carrot

c c c

Colin Carrot

Colin Carrot can't count!

- Say *C, C, C* (as it is said in the alphabet) and ask the children to repeat.
- Say *c, c, c* (as it is said in *carrot*) and ask the

children to repeat.

- Write a capital *C* on the board.
- Draw the letter in the air with your finger. Ask the children to copy you.
- Repeat with a lower case *c*.

Hand out Worksheet 1

Ask the children to colour the picture in however they want. As they work, encourage them to repeat the tongue-twister: *Colin Carrot can't count*.

Hand out Worksheet 2

- Ask the children to trace the capital *C* letters. Ask them to say the letter each time they complete it. Monitor their work.
- Ask the children to trace the lower case *c* letters. Ask them to say the letter each time they complete it. Monitor their work.
- Explain that the children are going to draw the other halves of the pictures. Draw their attention to the example (the car). Ask the children to trace the lines to complete the other pictures.
- When the children have finished drawing, hold up the worksheet and point to the pictures one at a time. Each time, say the word and ask the children to repeat.
- If you think the children can do it, repeat the process by pointing to the pictures one at a time and asking the children to say the words.
- End the lesson by holding up the flashcard of *Colin Carrot* and saying *Colin Carrot*. Ask the children to repeat.

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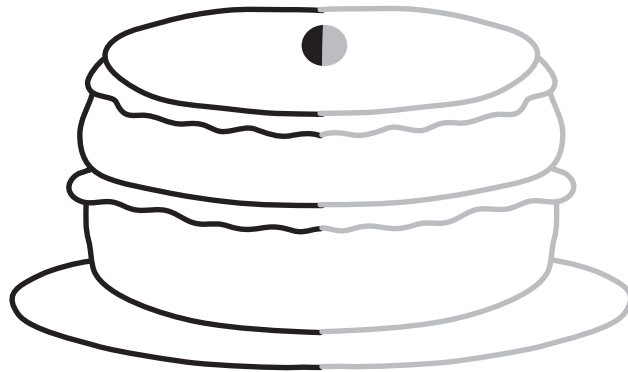
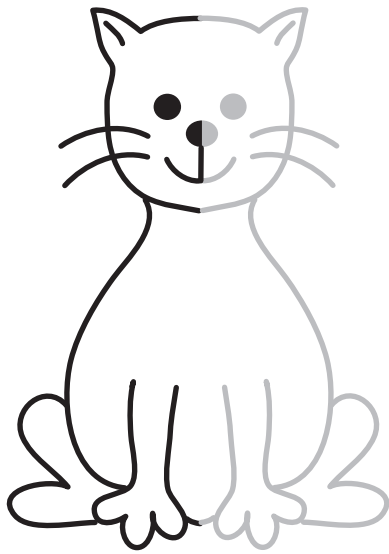
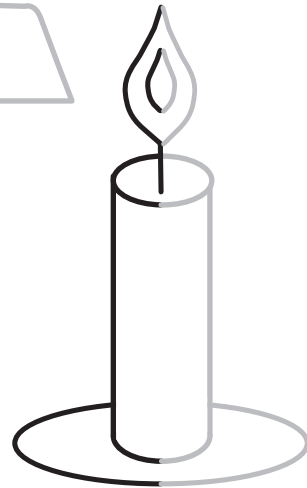
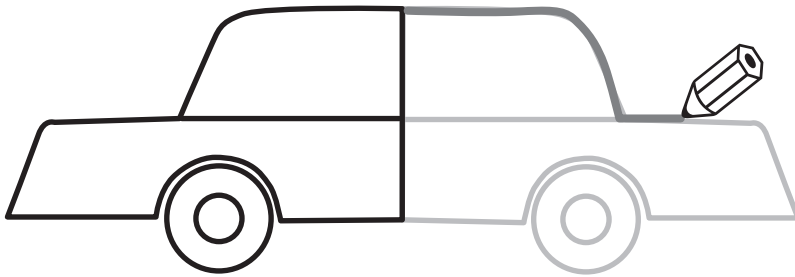
YOUNG LEARNERS



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Write. Draw and say.

C C C C C C C C



C C C C C C C C

YOUNG LEARNERS