# Starter prompt for a Lotus Foundation Phonics Program lesson plan

Use this starter prompt to create a phonics lesson plan that you can use for every sound/symbol pair in the Lotus Foundation Phonics Program. You will need to check the response from AI and may need to refine the output with further prompts. Watch our seminar on how to do this and for additional resources you can generate with AI. You will find the seminar on our website.

* I need a phonics lesson plan for the **[insert sound e.g. /p/]** sound in the Jolly Phonics sequence. Students only know **[list sound/symbol pairs already taught from this sound group e.g. s, a, t, i ]** sound/symbol pairs from this sound group in the Jolly Phonics sequence. The lesson is for [**name the grade of the students e.g.** **Grade 3]** students in Sri Lanka who have just started to learn phonics. They are following the Jolly Phonics Sequence**.** The word bank referred to, where possible, needs to reflect what is familiar to them – both in terms of culture, food, religion, geography. Some children are Sinhalese, some Tamil, and some Muslim. “Sri Lankan” means culturally inclusive within Sri Lanka.
* The lesson plan must cover the following five skill areas with 5 minutes on each skill area plus an initial short revision of other sounds from the same sound group :
	+ Introducing the sound/symbol pair using a keyword that would be familiar to Sri Lankan children and a fun matching action related to the key word that will help them remember the sound/symbol pair.
	+ A blending activity and a segmenting activity using words that include the new sound. Provide a short word bank of 10 words for this activity with words that only use sound/symbol pairs already learnt in the Jolly Phonics sequence, **[number of syllables- Refer Lotus Program e.g. single syllable words only],** and **[list spelling patterns e.g. vowel-consonant and consonant-vowel-consonant – refer Lotus program sequence]** spelling patterns. Provide a simple explanation that the teacher can use to explain spelling patterns and how they affect the sounds e.g. vowel sound in consonant-vowel-consonant.
	+ A word study activity teaching spelling patterns in words and using the word bank.
	+ A listening and writing activity, using additional words that meet the word bank criteria. The activity must include a demonstration by the teacher to model listening and writing (encoding) and then the students doing the same activity but with different words.
	+ A letter formation activity describing how the students will practice holding a pen or pencil and forming the grapheme for the sound in this lesson using correct formation and direction. This includes how to correctly hold the pencil.
* Also provide an extension activity that involves students reading a short passage of no more than **[number of words – shorter for early learners e.g. 10]** words and all words must be decodable. High frequency sight words can also be used.
* Describe the resources required for each step.
* Total lesson time is **[duration e.g.** **30]** minutes.