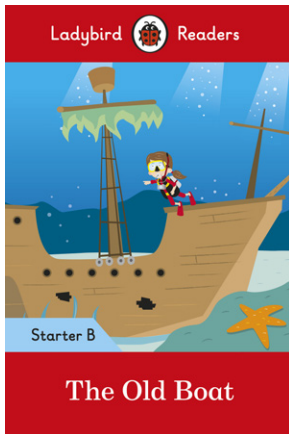


Lesson Plan



May and Max have got a new boat. They see lots of nice things. “Let’s take photos.”

CEFR Level Pre-A1

Text type: modern story

Word count: 90

Lexile measure: 130L

Lesson objectives

Letters and sounds

x ea (long) ay sh ph

Vocabulary focus

Sea: *fish, boat, sea, swim*

Photography: *camera, photo, take photos*

Adjectives: *big, day, new, nice, old*

General: *box, colors, floor, things*

Aims

- read/listen and respond to the story
- identify and recognize key sounds in words
- recognize key words in context
- follow a sequence of events

Resources

Reader

Activity Book

Flashcard download 1–13

Audio download (UK/US) tracks 1, 2, 8

Timing: 30–40 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children’s language ability.

We would suggest 10 minutes for **Before reading**, 10 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Make sure that the children are comfortable with the **Picture words** at the start of the Reader and give them the opportunity to go through the wordless version of the story, **Look at the story**. Both of these are available as an audio recording (Audio track 1).



Read out or play the recording of the **Picture words** (Audio track 1). Point to the pictures as the children hear the words. Ask: *Can you see any people? Where are the people?*

Show the children the front cover of the book, and ask:

What is this? What color is it?

Who is this?

Signal to the children that you are about to read or listen to the story. You might like to use an instrument for this, such as a bell or a triangle, or whisper to the children to create an atmosphere of calm expectation.

During reading

Read out or play the recording of the story (Audio track 2). As you read or listen, point to the things that May and Max find in the sea. At this stage, the children do not need to have their Readers open, but if they do, ask them to find a yellow fish, a green fish, and a pink fish.

After each page, stop and ask the children simple questions to check their understanding, for example:

What do the children find in the sea?
What is in the boat? What is in the box?



Read the story again. This time teach the children some actions to mime at the appropriate point in the story. For example, *sea, boat, swim, fish, photo, and box*. As you read, prompt the children to mime the actions.

After reading

Ask the children which words they can remember from the story, and write these somewhere for all the children to see.

Ask the children to find words from the story which have a particular sound. Spread the

Flashcards out on a surface and encourage the children to look through them. Ask: *Can you find a word with the /sh/ sound? Can you find a word with the /ph/ sound?*

Give the children some time to turn the pages of the story for themselves. Monitor and ask questions to individual children or the whole group, for example:

Did you like the story? Do you like the sea?
Can you swim? Do you have a camera?

Use the activities in the Reader and Activity Book to reinforce key sounds and vocabulary, and to check children's understanding of the story. The chant on Activity Book page 16 (Audio track 8) will help to develop children's pronunciation and phonics skills.

Differentiation

Extra support

Play "Max and May say". Say: *Max says, "Swim in the sea."* or *May says, "Let's go in!"* and encourage the children to mime an appropriate the action. If Max says *"Don't swim in the sea"* or May says *"Don't go in!"*, they should stand still. Repeat with different actions from the story, using affirmative and negative sentences.

Extension

Help the children to make a sea collage to display in the classroom. Stick sand and shells (if available) on the collage, too. Ask the children to label the sea vocabulary.