

Lesson Plan



Phonics: ch sh th ng

Sight words: big long that this

CEFR Level Pre-A1

Lexile measure: 350L

Theme: Friendship

Lesson objectives

Vocabulary focus

Verbs in the present simple: *tug, chuck, fix, chop, hang on*

Verbs in the past tense: *hung, ran, fell*

Adjectives: *big, bad, thick, long*

General: *muck, bit, thing, fun, bush, thud*

Aims

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

Resources

Reader

Activity Book

Flashcards

Audio

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 **Phonics Focus** 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 are available as Audio.

Phonics focus	Activity
<p>ch sh th ng</p>	<p>1 Look. Say the sounds. Write the letters. </p> <p>sh ch ng sh</p> <p>1 Da sh.</p> <p>2 lo__</p> <p>3 __op</p> <p>4 Ba__</p>
<p>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz</p> <p>4 5</p>	

Read out or play the recording of the **Phonics focus**. Point to the pictures as the children hear the words. Ask: *Can you see any dinosaurs?*

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

Who is this? What color is he? What is he doing?

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 Audio recording of the story. As you read or listen, point to the words. At this stage, the children do not need to have their Readers open, but if they do, ask them to point to the words as well.

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

Who is in the muck? Who put him in the muck?



Read or listen to the story again. This time, divide the children into four groups: Bash, Dash, the orange dinosaur, and the green dinosaur. As you read the story, pause and ask the groups to mime their character's part: chucking, falling, talking, watching, or tugging.

After reading

Talk about the words that the children can remember from the story. Point to these words in the story, and ask children to repeat them.

Ask the children to open their Readers at **Read the story**. Encourage them to find words from the story that have a particular sound. Ask: *Can you find a word with the /ch/ sound? Can you find a word with the /ng/ sound?*

Point to the correct words, and encourage the children to repeat the word after you.

Give the children time to turn the pages of the story themselves. Ask the children questions, for example:

Did you like the story? Who is your favorite character? What happens at the end of the story?

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

Differentiation

Extra support

Play 'Stuck in the muck'. Ask the children to walk around the room. Say a focus sound from the story, and ask a child to say a word that contains the sound. If they get it wrong, they are 'stuck in the muck' and cannot move. If they answer correctly, they can continue. The game can end at any time, or when there is only one child still walking around.

Extension

Divide the children into small groups. Give each group a wider selection of color vocabulary, written on separate cards.

To check the children understand the vocabulary, say a color word, then ask the children to repeat it and hold up the card.

Use the vocabulary to play 'Oh no! I'm in the muck!' Assign each child a character color, and ask everyone to stand up. Call out a name, for example: *Pink Boy*. The children assigned this color 'fall down' and say: *Oh no! I'm in the muck!* The game ends when all the children have 'fallen down'.