

Lesson Plan



Phonics: e u r h b f l

Sight words: full his of on put

CEFR Level Pre-A1

Lexile Measure: 240L

Theme: Following instructions

Lesson objectives

Vocabulary focus

Verbs in the present simple: *get on, get off, run, sit, ram, dip, tug, put*

Adjectives: *hot, full, ill*

General: *bugs, bus, hat, net, sun, back, bog, mud, logs*

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
e u r h b f l	1 Say the sounds. Write the letters.
Miss Less	<input type="text" value="e"/> <input type="text" value="u"/> <input type="text" value="e"/> <input type="text" value="u"/>
Ross	1 Miss L e ss
Gus	2 G _ s
net	3 n _ t
bus	4 s _ n
hat	
sun	
full	
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
4	5

Read out or play the Audio recording of the **Phonics focus**. Point to the pictures as the children hear the words. Ask: *Can you see any people? Who has red cheeks?*

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

Who is this? Is he hot or cold? Is he happy?

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:

What have they got in their hands? Who is that? What are they doing?



Read the story again. This time, teach the children some actions to mime at the appropriate point in the story. For example: *net, sit, run, hot, and put a hat on*. As you read, prompt the children to mime the actions.

After reading

Talk about the words that the children can remember from the story. Point to these words and ask the 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 /h/ sound? Can you find a word with the /e/ sound?

Point to the correct words and encourage the children to repeat the words 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? Why isn't Gus happy?

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 'Gus says'. Give an order using the action vocabulary. For example, say: *Sit* or *Run*. The children should only do the action if it starts with 'Gus says'. If they do the action when the order doesn't start with 'Gus says', or if they do the wrong action, they are out of the game. The last child left in the game is the winner.

Extension

Divide the children into small groups. Provide each group with a wide selection of action vocabulary, written and illustrated on separate pieces of paper. To check the children's understanding of the vocabulary, call out a word, then ask the children to repeat it and hold up the correct piece of paper. Play 'Gus says!' again, using the vocabulary they have just practiced.