

Lesson Plan



Phonics: j v w x y z qu

Sight words: be but had he him she tell was

CEFR Level Pre-A1

Lexile Measure: 310L

Theme: Helping others

Lesson objectives

Vocabulary focus

Verbs in the present simple: *visit(s), picks up, rubs, tells, fix, yells, nip, unzips, puts, has, gives*

Adjectives: *bad, big, red, quick*

General: *rabbit, jab, six, seven, vet, box, kitten, nap*

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 download

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. Both are available as Audio.

Phonics focus	Activity
j v w x y z qu	1 Say the first sound. Match. ○○
 Jazz  vet  Zac	 Jazz  Wendy  quick
 fix  jab  yell	j z w qu  jab  Zac
 Wendy  quick  six	
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

Show the children the title page of the Reader, and ask:

What is this? (point to the bird). Ask the children to name its colors. Point to the man and say: *He works with animals. What is his job?* Elicit that he is a vet. Say: *His name is Jazz. He is a vet.* Ask: *Does the bird look happy?*

Read out or play the Audio recording of the words on page 4. Point to the pictures as the children hear the words. Ask: *Who is/What is that? What color is this animal? What color is that?* (point to each item).

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 relevant Audio recording of the whole story. As you read or listen, point to each character or animal. At this stage, the children do not need to have their Readers open, but if they do, ask them to point to each item and Jazz as well.

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

*Who/What is that? What is the problem?
What does Jazz do?*



Read the story again. This time, ask a child to come out to the front and pretend to be Jazz. Every time they hear his name, the child smiles and waves to the other children. Repeat with other children as Jazz. Alternatively, ask the whole group to be Jazz and all the children smile and wave to you when they hear him mentioned.

After reading

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

Encourage them to look through the **Read the story** section to find words with a particular sound. Show a Flashcard of the sound. For example, show *w* and ask children to say *Wendy*. Encourage children to find words in the story with the same sound: *was, will*. Then, show children the rest of the Flashcards and ask them to repeat the words as you show the cards. Speed up as they get more familiar with the words.

Use the activities in the Reader and Activity Book to reinforce key sounds and vocabulary. The chant on Activity Book page 16 will help to develop children’s pronunciation and phonics skills.

Differentiation

Extra support

Display the Flashcards. Say a focus word from the story and ask the children to point to the correct Flashcard. Then, divide the children into two teams. Say a focus word and a child from each team runs to the wall to touch the corresponding Flashcard. The first child to do so wins a point for their team. The team with the most point wins.

Extension

Say words that relate and don’t relate to the vets. If they relate to the vets, ask children to say *Go to the vet*. For example, *toothache, headache, jab, fix*, etc. If they don’t relate to the vets, children stay quiet. If a child gets it wrong, they are out. The last child in wins the game.