

Lesson Plan



Phonics: ar or ur ow oi er

Sight words: all are for

CEFR Level Pre-A1

Lexile Measure: 340L

Theme: Being grateful

Lesson objectives

Vocabulary focus

People: *king, queen, farmer*

Food: *turnip, leek, supper*

Verbs in the present simple: *join, bow, go, tell*

Adjectives: *fit, wet*

General: *farm, town, road, chat, butler*

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
ar or ur ow oi er	1 Write the letters. Say the words.
Martin	1 ar tin
Lorna	2 or na
turnip	3 ur nip
farm	4 ow n
farmer	5 er supp
join	
town	
bow	
supper	
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

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 food? Do you see turnips?*

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

*What has the woman got? What color is it?
Is it big?*

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 color is the turnip? Who is it for?
Who is the leek for?*



Read the story again. Ask individual children to volunteer to be Martin, Lorna, the king, and the queen. The children then act out the story as you read it.

After reading

Ask the children which words they can remember from the story. Point to these words in the story and ask children to repeat them.

Ask children to open their Readers at the **Phonics focus**. Encourage them to find words from the story that have a particular sound.

Ask: *Can you find a word with the /ur/ sound?
Can you find a word with the /ow/ sound?*

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

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

*Did you like the story? Who is your favorite character? Does the queen have the leek?
Does the king have the turnip?*

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 will help to develop children’s pronunciation and phonics skills.

Differentiation

Extra support

Assign each child the word *queen* or the word *king*. Say: *Leeks are for me* or *Turnips are for me*. Children with the corresponding character from the story sit down and repeat the sentence after you. As the children get used to the game, say the words faster. Add in the sentences *Leeks are for not me* and *Turnips are not for me*.

Extension

Divide the children into small groups. Provide each group with a wider selection of vegetable vocabulary, written and illustrated on separate pieces of paper. Ensure that the children understand each word by calling out a word and asking each group to repeat the word and hold up the correct piece of paper.

Now, place one of the illustrated pieces of paper next to Martin in the reader and say, for example: *Martin has got lots of carrots*. If the illustration and the statement match, the children say *yes*. If they don’t, the children say *no*.