

### Lesson Plan



**Phonics:** s a t p i n

**Sight words:** an in sit

CEFR Level Pre-A1

Lexile Measure: 10L

Theme: Feeling safe

## Lesson objectives

### Vocabulary focus

Verbs in the present simple: *is, sits, tips, naps*

General: *pan, tin, ant, tap*

### 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
s a t p i n	1 Write the letters. Say the words.
Nat  ant  sits	1  a nt
naps  pan	2  i t _ n
tap  tin	3  t Na _
	4  n _ aps
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 recording of the **Phonics focus**. Point to the pictures as the children hear the words. Ask:

*Can you see any objects? Can you see any animals? What else can you see?*

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

*Look, who is this? How many eyes has he got? Where do you think he is from? 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 characters or objects on the page. Stop occasionally and ask questions about the pictures, such as: *Where is Nat? What is he doing?* At this stage, the children do not need to have their Readers open, but if they do, ask them to point to the pictures as well.



Read the story again. This time, divide the children into three groups and give each group the Flashcard of *ant*, *tin*, or *sits*. Ask the children to hold up the correct Flashcard when they hear that word mentioned in the story.

**After reading**

Ask the children to talk about the things in the story. Ask: *What does Nat sit in? What happens to him?* The children can say the answers out loud or point to the answers in their Readers. Say: *Yes, Nat sits in a tin. Well done!*

Encourage them to look through the **Read the story** version to find words with a particular sound. Write the sound on the board, and ask: *Can you find a word with the /t/ sound?*

The children should point to the words in their Readers, or say the words out loud.

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? What can you see in the garden? Why is Nat happy?*

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**

Make a large poster of a garden scene featuring all the main characters and items mentioned in the story. The children should write labels to stick on the poster, using their Readers to help.

**Extension**

Encourage the children to think of other animals and nature vocabulary that could be found in a garden. They should draw, label, and stick these words on the poster. Display the poster on the wall.