

Lesson Plan



Phonics: igh ear air ure

Sight words: as have like said some went you

CEFR Level Pre-A1

Lexile Measure: 390L

Theme: Being brave

Lesson objectives

Vocabulary focus

Adjectives: *bright, high, up, down*

Verbs in simple present tense: *come*

Verbs in the past tense: *sat, went, zoomed, shot up, ran down, came*

General: *fair, pair, chair, hair, night, light, near, tears, secure, panic*

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
igh ear air ure	1 Say the words. Match the words with the same sound.
fair chair hair night light high near tears secure	1 light near 2 tears hair 3 chair night
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. Say:

This is Kim (point to the girl). Ask: *Who are the people with her?* (point to the man and woman). Establish that they are Kim's mom and dad. Ask: *Does Kim look happy?* Elicit suggestions as to why Kim might be happy.

Read out or play the relevant Audio recording of the words on page 4. Point to the pictures as the children hear the words. Ask: *What is that?* (point to each illustration).

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 whole story. As you read or listen, point to each character and object. At this stage, the children do not need to have their Readers open, but if they do, ask them to point to each of the vocabulary words.

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

Who is/What is that? What can they see?

Where are they? How does he/she feel?

Read the story again. This time, ask three children to be Kim, Dad, and the attendant. Put two chairs at the front and pretend they are part of a carriage of the big dipper. Ask the three children to act out pages 21 to 24 as they are read out. Before they do so, ask the children how each character feels on each page. Repeat with other children.



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 *igh* and ask children to say *night*. Encourage children to find words in the story with the same sound, *might*, *light*, *high*. Then, show children the rest of the Flashcards and ask them to repeat the words as you show the cards. Speed up as they become more familiar with the words.

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

Say a sound and ask children to repeat it. When they are comfortable with the sound, say a word. If the word contains the relevant sound, the children stand up. If the word doesn’t contain the sound, they stay sitting down. Ask children to repeat the word with the sound. Do this for each sound. The words you say that contain the key sounds don’t have to be words the children know the meaning of; they just need to recognise the sounds.

Extension

Put the children into groups. Ask them to remember the emotions of the characters. Ask them to think of any more emotions they know. Draw a picture to illustrate each one and label the drawings on a poster. When the children are familiar with all the emotion words they have illustrated in English, ask them to play a game. A child mimes an emotion and the rest of the group says the word.