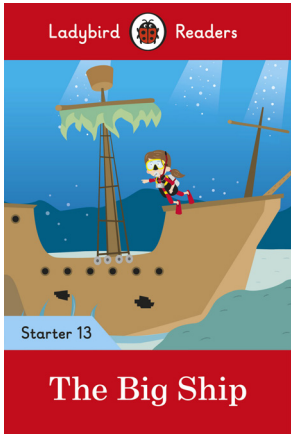


Lesson Plan



**Phonics:** ai ee oa oo

**Sight words:** let me my too

CEFR Level Pre-A1

Lexile Measure: 260L

Theme: Exploring our world

## Lesson objectives

### Vocabulary focus

Sea: *ship, sail, boat, shoal, fish*

Verbs in the present simple: *see, look, wait*

Adjectives: *cool, good, big, rich*

General: *loads, rings, shot, box*

### 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
ai ee oa oo	1 Look. Say the words. Circle and write the correct letters.
see  look  wait	1 <input type="radio"/> ai ee oo w. ai t
ship  cool  sail	2 <input type="radio"/> oo oa ai b. t
boat  shoal  loads of rings	3 <input type="radio"/> ai oo ee s. l
	4 <input type="radio"/> oo ee oa sh. l
	5 <input type="radio"/> oa ai oo c. l
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 people? Where are the people?*

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

*What is this? What color is it? Who is this?*

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 things that Jen and Jack find in the sea. 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 do the children find in the sea?  
What is in the boat? What is in the box?*



Read the story again. This time, teach the children some actions to mime at the appropriate point in the story. For example: *sail off, boat, fish, photo*. As you read, prompt the children to mime the actions.

**After reading**

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

Ask the children to find words from the story which have a particular sound. Spread the Flashcards out on a surface and encourage the children to look through them. Ask: *Can you find a word with the /oa/ sound? Can you find a word with the /oo/ sound?*

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? Do you like the boat?*

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**

Play ‘Jack and Jen say’. Say: *Jack says, My shot will be cool* or *Jen says, We will see loads of fish* and encourage the children to mime an appropriate action. If Jack says *My shot will be cool* or Jen says *We will see loads of fish*, they should stand still. Repeat with different actions from the story, using affirmative and negative sentences.

**Extension**

Help the children to make a sea collage to display in the classroom. Stick sand and shells (if available) on the collage, too. Ask the children to label the sea vocabulary.