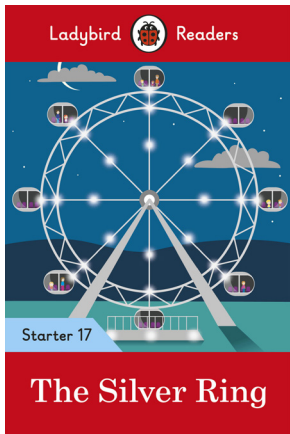


Lesson Plan



Phonics: igh ear air ure

Sight words: come from so stop we what

CEFR Level Pre-A1

Lexile Measure: 390L

Theme: Being patient

Lesson objectives

Vocabulary focus

Verbs in the simple present tense: *come, see, have, go, wait, check, need, get, turn, tug, cheer*
 Adjectives: *high, down*
 General: *lights, night, beard, gears, near, chair, stairs, fair, secure, church, park*

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. Both are available as Audio.

Phonics focus	Activity
igh ear air ure	1 Circle all the words with the sound ear.
lights night beard	near chair
gears near chair	fair gears
stairs fair secure	beard secure
	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 front cover of the Reader, and ask:

What's this? (point to the Silver Ring). Ask: *Where can you find this?* Establish that you can find it in a fair. Ask children what else they can find in a fair.

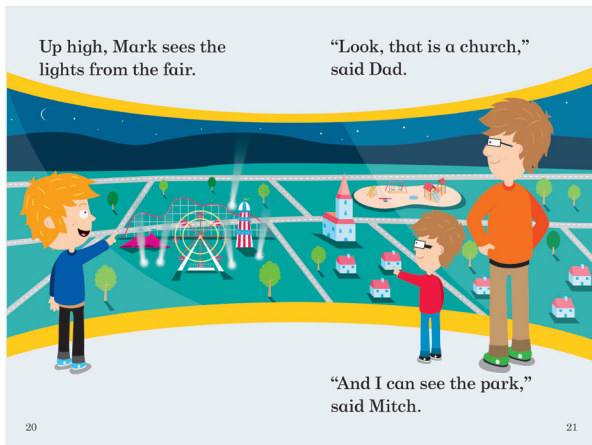
Read out or play the Audio recording of the words on page 4. Point to the pictures as the children hear the words. Ask: *What's that?* (point to each illustration).

During reading

Read out or play the relevant Audio recording of the whole story. As you read or listen, point to each person 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, for example:

Who's/What's that? What can they see? Where are they? How does he/she feel?



Read the story again. This time, ask three children pretend to be Mark, Dad, and Mitch. Put three chairs at the front and say they are a pod of the Silver Ring. Ask the three children to act out their story as it's read out. Before they do so, elicit from 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** version to find words with a particular sound. Show a Flashcard of the sound. For example, show *air* and ask children to say hair.

Encourage children to find words in the story with the same sound, *stairs, fair*. Then, show children the other Flashcards and ask them to repeat the words as you show the cards. Speed up as they get more familiar with the words. Play the audio of the chant on Activity Book page 16, and ask the children to join in. Repeat several times until the children have memorised it, so that they can recite it without the accompanying Audio. This will help to develop children's pronunciation and phonics skills.

Differentiation

Extra support

Say two words with the key sounds in the Reader and ask children to repeat each word as you say it. If the two words contain the same sound, the children say *Yes*. If the two words don't contain the same sound, they say *No*. The words you say don't have to be words the children know the meaning of; they just need to recognise the sounds. Elicit the sound(s) in the words.

Extension

Put the children into groups. Give each group a large piece of paper. Ask them to pretend that they are in a pod near the top of the Silver Ring. What can they see from the top? Ask children to think of places in a town. Ask them to draw a plan of their town. Each group can present their plan to the rest of the children. Then, if there's time, children can play a game in groups. A child mimes an activity corresponding to a place in their town, e.g. getting money out of a cash machine, ordering a drink from a café, scanning their items at a supermarket, etc. The other children guess the place. The child who gets the correct answer mimes the next word.