

### Lesson Plan



**Phonics:** m d g o c k

**Sight words:** and can I into no

**CEFR Level:** Pre-A1

**Lexile Measure:** 200L

**Theme:** Staying calm

## Lesson objectives

### Vocabulary focus

Verbs in the present simple: *nod, sit, dip, panic, kick, nip, tip*

General: *into, can*

### 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

Chalk or string

Bag or box (optional)

### 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
m d g o c k	1 Say the sounds. Write the letters.
Mack	1  Po m po m
Goek	2  Top _og
Top Dog	3  Ma _
Dot Cat	4  Top Do _
Pompom	5  D _t Cat
kick	
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 animals? What else can you see?*

Show the children the front cover of the book, and say: *Look, who is this?* Point to the boat and ask: *What is he doing?* Talk about the color of the clothing, too.

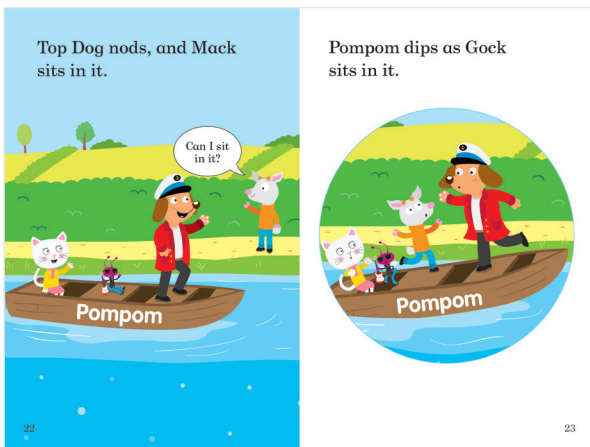
Signal to the children that you are about to read or listen to the story. You might like to use an instrument for this, such as a bell or a triangle, or whisper to the children to create an atmosphere of calm expectation.

**During reading**

Read out or play the Audio recording of the story. As you read or listen, point to the animal characters on the page. At this stage, the children do not need to have their Readers open, but if they do, ask them to point to the characters as well.

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

*How many animals are in the boat? Who is in the boat? Who is in the water?*



Read the story again. Ask individual children to volunteer to be *Mack*, *Gock*, *Top Dog*, and *Dot Cat*. Mark out a boat on the floor (with chalk or with string). The volunteers should stand up and step into the boat at the correct point in the story.

**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. Write the sound on the board, and ask: *Can you find a word with the /o/ sound?*

The children should point to the words in their Readers.

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? Who is your favorite animal? What is Top Dog wearing? What is Mack wearing?*

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**

Put the Flashcards for *Mack*, *Top Dog*, *Gock*, *Pompom*, *Dot Cat*, and *kick* into a bag or box. Take one out at a time and ask the children to think of a sentence from the story.

**Extension**

Ask the children to work in small groups. Provide each group with a wider selection of animal vocabulary written on separate pieces of paper. Ensure that the children understand each word, then ask them to choose their favorite animals to go in Top Dog’s boat.