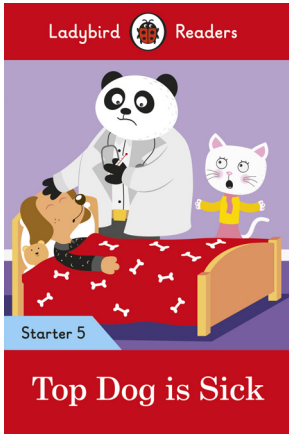


Lesson Plan



Phonics: m d g o c k

Sight words: got not

CEFR Level Pre-A1

Lexile Measure: 130L

Theme: Caring for others

Lesson objectives

Vocabulary focus

Animals: *cat, dog, panda*

Verbs in the present simple: *dig, is, nap, pick, sit*

Adjectives: *sick, sad*

General: *comic, not, got*

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
m d g o c k	1 Look. Say the names. Write the letters.
Mack Doc Panda Top Dog	1 Top Dog
Gock Dot Cat	2 ...ot Cat
	3 ...ock
	4 Ma ...
	5 D...c Panda
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 animals? Which animal do you like best?*

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

Look, who is this? Where is he? 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 the different 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 animals as well.

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

*What is wrong with Top Dog? Who is sick?
Who comes to see Top Dog?*



Read the story again. This time, teach the children some actions to mime at the appropriate point in the story. For example: *sick, sad, taking someone’s temperature, putting on socks, and reading a comic.* 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.

Encourage them to find words from the story which have a particular sound. Spread the Flashcards out on a surface, so the children can look through them. Ask:

*Can you find a word with the /d/ sound?
Can you find a word with the /o/ 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? Who is your favorite character? Who is 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

Draw two columns on the board and label one column *sick* and the other *not sick*. Write key words and phrases from the story on pieces of paper, for example: *can not dig, naps, picks a comic, can dig, is sad, sits*. Ask the children to choose the correct column for each word or phrase.

Extension

Play ‘Doctors and patients’. Set up a role-play in class. Practice language such as, *What is wrong? I am sick!* Use props, for example, a doctor’s bag, a plastic stethoscope, or a thermometer.