

Lesson Plan



Phonics: j v w x y z qu

Sight words: did well will

CEFR Level Pre-A1

Lexile Measure: 350L

Theme: Helping others

Lesson objectives

Vocabulary focus

Animals: *zebra, elephant*

Color: *yellow*

Adjectives: *wet, bad, well, big, sick*

Verbs in the present simple: *mix, run, visit, pick up, fix, tell, dab, suck up*

General: *van, liquid, zoo, leg, pen, cut, pad, pill, bucket*

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
j v w x y z qu	1 Say the sounds. Circle the word with the same sound.
 van  Jen  liquid	1 v mix <u>Vick</u> wet
 yellow  mix  zebra	2 v Jen jet vet
 vet  zoo  Vick	3 z zebra Vick wet
	4 j liquid zoo Jen
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 Audio recording of the **Phonics focus**. Point to the pictures as the children hear the words. Ask: *Can you see any animals? Where do animals sometimes live?*

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

Look, who is this? What is Vick the Vet doing? What is Jen 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 animals 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 the story unfolds.

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

Where is Vick Vet? What does Jen do?



Read the story again. This time, hand out Flashcards of the words to volunteers. Ask the children to wave their Flashcards in the air when they hear their word mentioned in the story.

After reading

Ask the children which words they can remember from the story, and write these somewhere for everyone 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 think of a /v/ word? Can you think of a /w/ word?* Ask the children to hold the

Flashcards under the correct sound on the board.

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? Which is your favorite animal?

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 a matching game. Make two word cards for each of the animals that appear in the Reader. Place these face down on the floor or on a table. Encourage the children to take turns to try and find a matching pair and help them to practice the correct pronunciation.

Extension

Fast-finishers can choose an animal from the story to draw and color in. They should label the body parts, and see if they can remember any further vocabulary to add to this.