

### Lesson Plan



**Phonics:** ar or ur ow oi er

**Sight words:** cut down good help now

CEFR Level Pre-A1

Lexile Measure: 330L

Theme: Being helpful

## Lesson objectives

### Vocabulary focus

Farming: *cart, soil, seeds, farmer, corn*

Verbs in the present simple: *help, go, pop, hurts, get, cut, join, sell, loads*

Adjectives: *taller, good*

General: *back, book, town, coat, shops, sister, down*

### 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
ar or ur ow oi er	1 Look. Say the sounds. Write the words.
Farmer Carl	C ar l
sister	C ar l
soil	c or n
hurts	t ow n
taller	t ow n
cart	s oi l
town	
corn	
down	
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 people? Who are the people?*

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

*Look, who is this? What is he wearing?  
Where does he live? What is his job?*

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 dinosaurs 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 farming words as well.

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

*Where does Farmer Carl work? What does he grow on his farm? How is the weather today?*



Read the story again. This time, hand out Flashcards to the children. When they hear their Flashcard words mentioned in the story, they should hold the Flashcard in the air.

### 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 /or/ sound?*

*Can you find a word with the /ar/ 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? Do you like the countryside? What do you like about the countryside?*

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. Write 'Farmer Carl' at the top of one, and 'sister' at the top of the other. Show the children the words on the Flashcards one by one, and ask them whether the words relate to Farmer Carl or his sister. Write the words in the columns.

### Extension

Provide two sheets of paper – one with the heading 'Town' and the other with the heading 'Countryside'. Ask the children to write words from the story on each sheet. Encourage them to think of additional town and countryside words of their own, such as tractor or bus. Some words may be written on both sheets. Display the vocabulary sheets on the wall.