

### Lesson Plan



CEFR Level Pre-A1

## Lesson objectives

### Aims

- read/listen to and respond to a story
- identify and recognize focus sounds in words
- recognize key words
- follow a sequence of events

### Resources

Reader  
Activity Book  
Letter 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.

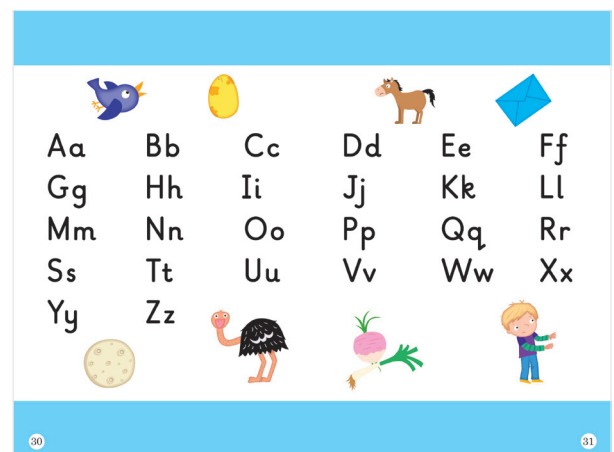
## Lesson plan

Introduce each letter of the alphabet and its sound with the relevant Flashcard. Ask children to repeat the letter sound after you.

Show the letters at random and encourage the children to say the correct sound. As the children become more familiar with the activity, speed up.

Alternatively, play it as a game. Ask the children to stand up at the start of the activity, and select individuals to say the correct sound. If a child gets the sound wrong, they sit down.

The last child standing is the winner. Repeat the activity for each letter.



Teach children a mime for each word in the Reader. Display the letter Flashcards. Do a mime and encourage children to say the word. Then point to a letter Flashcard. Children say *Yes* if the word and letter correspond or *No* if they don't.

Remove the Flashcards and teach the children how to make each letter with their bodies, e.g. children stand tall and place their arms outstretched above their heads at an angle to make a *y*. Do the activity again, with children miming the letter rather than you pointing to a Flashcard and them responding.

Ask the children to open their Alphabet Book Readers and play the accompanying Audio. Point to each letter and say the sound. Then point to each image and say the word.

Encourage children to point and repeat the sounds/words. At the end of each double-page spread, say a word and ask children to point to the correct image and repeat the word. When you have been through the whole alphabet, say a word in the Alphabet Book. Children find and point to the correct image. With confident children, this can be played in pairs or groups.

Signal to the children that you are about to read a 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.

Display the letter Flashcards. Make up a simple story using some of the words from the Alphabet Book. At first, use words with the same sound, e.g. *animal, alien, arm, apple*. Pause after each key word and ask children to repeat the word and make the letter with their bodies. Confirm if they are correct by making the sound and pointing to the correct letter Flashcard. As the children get more confident, use more key words and different letters in each story. Ask children to work in pairs or groups, and make up a story together so they can support each other. Encourage children to really use their imagination when they make up their stories. Very confident children can act out their stories for the others, while one child narrates.

slowly and carefully. Ask them to say the sounds as they trace each letter. When they have finished, say a sound and ask children to trace the letter in the air. Check to see whether they are tracing the letter in the correct way.

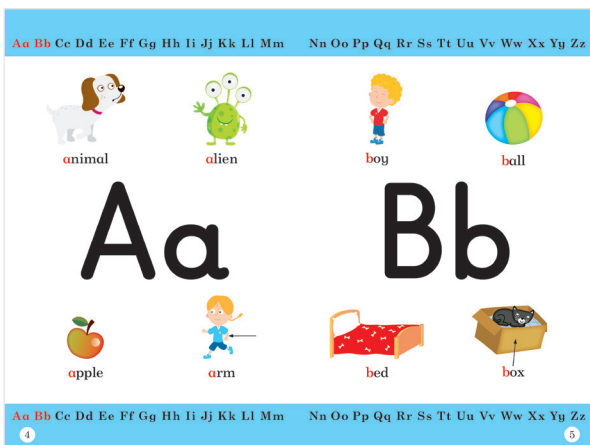
## Differentiation

### Extra support

Make a letter/sound with your body. Ask the children to say the sound. Then encourage them to think of a word with the sound. If they are struggling, act out a word for them to guess.

### Extension

Put children into groups. Ask them to write each letter of the alphabet on a large piece of paper with space to draw underneath. Ask the group to think of words for each letter. Ask them to draw a picture for each word. Then ask them to present their work to the rest of the children. Please note that some children will draw a word with the same sound but different spelling, e.g. kite under c, as they will be unaware of spelling at this stage. Allow this for the moment.



Now, ask the children to open their Activity Books and begin to trace the letters. Encourage them to trace in the direction of the arrows