

Lesson Plan



Phonics: e u r h b f l

Sight words: at get go has off the to up

CEFR Level Pre-A1

Lexile Measure: 200L

Theme: Taking part

Lesson objectives

Vocabulary focus

Verbs in the present simple: *go, run, have, set off, get up*

Adjectives: *fit, fed, sad, hot*

General: *Mom, Dad, kit, nap, medal, back*

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
e u r h b f l	1 Look. Say the words. Circle the first sound. (a) (o)
 Gus  Ross	1  back g (b) r
 hot  Ross	2  L F R
 Miss Less  fun run	3  fun run e f h
 fun run  hot	4  hot h r b
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: *Who are the children? Who is Miss Less?*

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

Look, who are the children? Can you remember their names? What color are the children's clothes? What are they doing? Can you show me? Yes, they are running!

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 characters on the page. If children have their Reader open (this is optional at this stage), ask them to point and count the number of children out loud with you.

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

How many children are there? What are they wearing? Why are they running?



Read the story again. This time ask two children to volunteer to be Gus and Ross. Give the two volunteers a piece of paper with their character’s name on it. Ask them to stand in order and move around, depending on who is in front and who is at the back during the race. Encourage the other children to join in and make suggestions.

After reading

Ask the children to talk about the fun run in the story. Ask:

Who won the race? Who got a medal? What did Gus do?

Encourage them to look through the **Read the story** version to find words with a particular sound. Display a Flashcard in the center of the circle or on the board. Say:

Look, a fun run! /fun run!/ Can you say /fun run/? Can you find the words ‘fun run’ in the story?

Ask volunteers to pick up different Flashcards. Encourage them to say the key 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? Do you like running? Who is your favorite – Gus or Ross? Why?

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 **Phonics focus** words. Place these face down on the floor or on a table. Encourage the children take turns to try and find a matching pair.

Extension

Fast-finisners can design their own fun run kit. Ask them to write their names on the sports shirt and label the different colors they have used in their design.