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# Awesome Phonics Adventures



## The Magic Bell

Unit 3 – Lesson Plans

### Self-evaluation – Page 53

<b>Aims</b>	<ul style="list-style-type: none"><li>• For the learners to become aware of gaps in their knowledge.</li><li>• To increase motivation to learn the new items introduced in the unit.</li></ul>
<b>Self-evaluation before the unit</b>	<ul style="list-style-type: none"><li>✓ Have the learners fill out the date and the first two rows of the 'Before the Unit' section.</li></ul> <p><b>I can sing and read the song 'magic trap'</b></p> <ul style="list-style-type: none"><li>✓ Show the comic on page 56 and 57.</li><li>✓ Ask the learners to sing the song. Some students might be able to sing parts of it if they have been listening to it at home frequently.</li><li>✓ Have them consider how clearly, they can sing it and help them to make an accurate evaluation.</li><li>✓ Follow a similar procedure for the 'I can read...' box</li></ul> <p><b>I can write a simple sentences with help using 's', 'a', 't', 'p', 'l', 'n', 'm', 'd', 'o', and 'g'</b></p> <ul style="list-style-type: none"><li>✓ Show the learners page 68.</li><li>✓ Ask them if they are able to do the exercises. Let them decide what color to fill in the boxes.</li></ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>• For the learners to be able to recognize and produce vocabulary from the song 'magic trap'.</li> <li>• For the learners to be better prepared to understand the song 'magic trap'</li> </ul>
<b>Vocabulary</b>	<p><b>Show</b></p> <ul style="list-style-type: none"> <li>✓ Large flashcards or use the projector images so that all the learners can see them.</li> <li>✓ Model the language for the learners slowly and clearly. Indicate that they should just listen and not repeat.</li> </ul> <p><b>Identify collective – Point</b></p> <ul style="list-style-type: none"> <li>✓ Put a set of cards up on the walls in various locations that are visible.</li> <li>✓ Call the words and have the learners point at them.</li> <li>✓ ICQ that they don't run to touch them.</li> </ul> <p><b>Identify individual – Slap / Karuta</b></p> <ul style="list-style-type: none"> <li>✓ Make groups of about 4 to 5. Give each group a set of cards.</li> <li>✓ Have them make a circle and lay the cards out face up in the center.</li> <li>✓ Call the vocabulary item and have the learners race to touch the items.</li> <li>✓ Assign points.</li> </ul> <p><b>Drill</b></p> <ul style="list-style-type: none"> <li>✓ Drill the language listening carefully to whether they are pronouncing it correctly.</li> <li>✓ Hone in on smaller groups to hear better or to correct pronunciation as needed.</li> </ul> <p><b>Produce – 'Tic-Tac-Toe'</b></p> <ul style="list-style-type: none"> <li>✓ In groups, have the learners lay out sets of cards in a 3 by 3 square pattern.</li> <li>✓ Teams take turns saying the words in the square they choose and putting a counter on the card they have chosen.</li> <li>✓ The first team to get three of their counters in a row wins.</li> </ul>
<b>Textbook Activity</b>	<ul style="list-style-type: none"> <li>✓ Demonstrate how to do the exercise on page 55.</li> <li>✓ Assign it for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 55</li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>• For the learners to be able to understand the song 'magic trap'.</li> <li>• For the learners to be able to sing the song 'magic trap'.</li> <li>• For the learners to have a context for language work in Unit 3.</li> </ul>
<b>Song Listening 1</b>	<ul style="list-style-type: none"> <li>✓ Play the song and have the learners follow along with the images in their textbooks.</li> <li>✓ Have them point to the appropriate boxes. At this point it isn't necessary to focus on the written language as we are just giving the learners a global understanding of the text.</li> </ul> <p>TPR:</p> <ol style="list-style-type: none"> <li>1) <b>Show:</b> Introduce the actions for the first three actions: 'sam, tim and dad', 'sit on a magic dog', 'let's go'</li> <li>2) <b>Call:</b> Call the phrases introduced in step 1 in random order. Have the learners respond by doing the actions.</li> <li>3) <b>Show:</b> Introduce the next three actions: 'the man has got the map', 'gag og dom dap', 'he can dig'</li> <li>4) <b>Call:</b> Call the phrases introduced in step 3 in random order. Have the learners respond by doing the actions.</li> <li>5) <b>Mix:</b> Call all of the lines introduced so far in random order. Have the learners respond by doing the actions.</li> <li>6) <b>Show:</b> Introduce the last actions: 'fall into the trap, 'dom dap gag og', 'in a tin' and 'sit in a magic bog'</li> <li>7) <b>Call:</b> Call the phrases introduced in step 6 in random order. Have the learners respond by doing the actions.</li> <li>8) <b>Mix:</b> Call all of the lines introduced so far in random order. Have the learners respond by doing the actions.</li> </ol> <ul style="list-style-type: none"> <li>✓ Play the song and have the learners stand up and do all of the actions.</li> <li>✓ Drill the lines of the song while doing the actions.</li> <li>✓ Play the song and have all of the learners sing along while doing the actions.</li> <li>✓ Show the learners how to do the exercises on page 24. Assign them for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 58</li> </ul>

Aims	<ul style="list-style-type: none"><li>For the learners to review reading and writing words composed of the letters ‘s’, ‘a’, ‘t’, ‘p’, ‘l’, ‘n’, ‘m’, ‘d’, before moving on to new letter-sound correspondences.</li></ul>						
Activity 1	<p>Running Dictation</p> <ul style="list-style-type: none"><li>✓ Have the learners make teams or pairs.</li><li>✓ One student from each group is ‘the writer’. One student is ‘the runner’. If you have groups of three you can have a ‘reader’ as well. The reader sits at their desk with a mini WB and marker.</li><li>✓ Write one of the sentences below on a piece of paper and put it on the other side of the room from the “writer”. The runner reads the sentence and runs to the writer and tells them what to write.</li><li>✓ They can make as many trips back and forth as necessary.</li><li>✓ Alternatively, have the reader read the sentence to the runner who then makes the trip to tell the writer what to write.</li></ul> <p>Sentences for Running Dictation</p> <table><tr><td>dad is mad</td><td>tim is sad</td><td>dad has a pan</td></tr><tr><td>a pin is in the map</td><td>sam is in a pit</td><td>a man is on the mat</td></tr></table>	dad is mad	tim is sad	dad has a pan	a pin is in the map	sam is in a pit	a man is on the mat
dad is mad	tim is sad	dad has a pan					
a pin is in the map	sam is in a pit	a man is on the mat					
Textbook Exercises 1 & 2	<ul style="list-style-type: none"><li>✓ Demonstrate how to complete the activities.</li><li>✓ Complete one example with the learners and assign the rest for homework.</li></ul>						
Homework	<ul style="list-style-type: none"><li>Page 59</li></ul>						

The following is a brief running order for introducing new letters. Feel free to substitute activities for ones that you and your class prefer.

<p><b>Aims</b></p>	<ul style="list-style-type: none"> <li>• To introduce the basic sounds of the letters 'g' /g/ and 'o' /a/</li> <li>• To give the learners receptive exposure of the sounds /g/ and /a/</li> <li>• For the learners to have practice pronouncing the sound /g/ and /a/</li> <li>• To introduce and practice the correct way to write the letters 'g' and 'o'</li> </ul>
<p><b>Basic Procedure</b></p>	<p>It is better to introduce the letters separately.</p> <ol style="list-style-type: none"> <li>1) Model vocabulary and letter sound</li> <li>2) Identify vocabulary (choose a game from the <b>Receptive Games</b> section of the <b>Game Glossary</b>)</li> <li>3) Drill the letter sounds and vocabulary</li> <li>4) Demonstrate written form</li> <li>5) Introduce TPR actions</li> <li>6) Practice actions with music</li> <li>7) Drill the lyrics</li> <li>8) Sing</li> </ol> <p>You may want to keep to the same activities that were introduced in the previous weeks to build confidence and familiarity with the lesson flow or you can substitute certain activities such as <b>2) identify</b> and <b>3) drill</b></p> <p>See the game glossary for ideas.</p>
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Letter tracing / writing sheets 'g' and 'o'</li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>For the learners to practice identifying words that begin with the sounds /g/ and /a/</li> </ul>
<b>Activity 1</b>	<ul style="list-style-type: none"> <li>✓ Give the learners each an 'a','i' and 'o' card.</li> <li>✓ Call words from the list below and have them raise the letter sound they hear in the middle.</li> </ul> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>dog, bag, pot, pat, sit, sat, got, bog, big, not, nat, pig, tom, tam, tim, on, in, sog, sag,</p> </div>
<b>Activity 2</b>	<p><b>Letter Tracing Train</b></p> <ul style="list-style-type: none"> <li>✓ Make 2 or more lines leading up to the board.</li> <li>✓ Give the learner in the front of the line a marker or chalk.</li> <li>✓ Whisper a word starting with 't', 'd' or 'g' to the last learner in each of the lines.</li> <li>✓ Have them trace the letter on the back of the student ahead of them.</li> <li>✓ That student in turn traces it on the back of the student in front of them. This process continues until the student in front of the line runs to the board and writes the letter.</li> <li>✓ The first team to succeed gets a point.</li> </ul>
<b>Textbook Exercises 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>✓ Demonstrate how to do the activity and assign the rest for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Page 62</li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>For the learners to have practice sounding out words made up of the letters: 's', 'a', 't', 'p', 'i', 'n', 'd', 'm', 'o' and 'g'</li> </ul>
<b>Demonstrate</b>	<ul style="list-style-type: none"> <li>✓ Put page 63 on the projector or put up an A3 printout of the page.</li> <li>✓ Play the audio and point to the letters as you listen.</li> <li>✓ Point to the individual letters one by one and do a dragging motion below the letters that are blended into words.</li> </ul>
<b>Practice Receptive</b>	<ul style="list-style-type: none"> <li>✓ Repeat the above but this time, have the learners point and drag their fingers as you did in the Demonstrate phase.</li> </ul>
<b>Practice Productive</b>	<ul style="list-style-type: none"> <li>✓ Repeat the above but this time, have the learners pronounce the letters all together as they point and drag their fingers.</li> <li>✓ Drill in smaller sections of the class and/or drill some learners individually to focus in on the sounds they are producing. At this stage, it is a good idea to be strict on pronunciation. Be careful not to single out one learner too much.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Have the learners repeat the same procedure done in class at home.</li> <li>First, listen and touch. Next, listen, touch and say.</li> </ul>



<b>Aims</b>	<ul style="list-style-type: none"> <li>For the learners to be able to listen for and read CVC words with 's', 'a', 't', 'p', 'l', 'n', 'd', 'm', 'o', 'g' when blended slowly.</li> </ul>
<b>Activity 1</b>	<ul style="list-style-type: none"> <li>✓ Put up Unit 3 CVC cards on the board.</li> <li>✓ Make two or three teams and have them stand in line leading up to the board.</li> <li>✓ Give each team a set of magnets.</li> <li>✓ Call a word, give the learners several seconds to identify the word.</li> <li>✓ On the count of three, have the first in each line race to put a magnet on the corresponding card. The first to succeed gets a point.</li> </ul>
<b>Textbook Exercise 1</b>	<ul style="list-style-type: none"> <li>✓ Go through example 1 and 2 of the exercise on p.64.</li> <li>✓ Assign the rest of the examples for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Page 64</li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>For the learners to be able to read and understand CVC words with 's', 'a', 't', 'p', 'l', 'n', 'd', 'm', 'o', 'g'</li> </ul>
<b>Activity 1</b>	<p><b>Concentration</b></p> <ul style="list-style-type: none"> <li>✓ Make small groups.</li> <li>✓ Give each group sets of the Unit 3 CVC word cards and the corresponding image cards.</li> <li>✓ Have them put the two sets of cards face down in two different places.</li> <li>✓ Have the learners take turns turning over one card from each set. As they turn over the cards, they need to read the words.</li> <li>✓ If a learner makes a match, they can keep the pair.</li> <li>✓ At the end, the player who has the most matches is the winner.</li> </ul>
<b>Textbook Exercise 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>✓ Demonstrate how to do the exercises on p.65.</li> <li>✓ Complete one example and assign the rest for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Page 65</li> </ul>



<b>Aims</b>	<ul style="list-style-type: none"> <li>For the learners to have reading comprehension practice of sentences from the song 'magic trap'.</li> </ul>
<b>Activity 1</b>	<ul style="list-style-type: none"> <li>✓ Print out the image cards and sentence cards from Unit 3.</li> <li>✓ Put page 67 on the projector. Read through the sentences out loud with the sentences.</li> <li>✓ Elicit which pictures they correspond to.</li> <li>✓ Make small groups or pairs and give the learners sets of the sentence and picture cards.</li> <li>✓ Give the learners time to match the sentences to the pictures. At this point, don't assign points or make it a race. The learners should take their time and focus on the task.</li> <li>✓ Change groups and repeat a few times until the learners begin to gain confidence.</li> <li>✓ When the learners are ready for a challenge. Have them race against each other or have them race against a timer.</li> </ul>
<b>Textbook Exercise</b>	<ul style="list-style-type: none"> <li>✓ Show how to do the exercise.</li> <li>✓ Assign it as homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Page 67</li> </ul>

<b>Aims</b>	<ul style="list-style-type: none"> <li>For the learners to have practice writing sentences in the context of the song 'magic trap'.</li> </ul>
<b>Dictation</b>	<ul style="list-style-type: none"> <li>✓ There are some words in the sentences that the learners shouldn't be expected to be able to write yet.</li> <li>✓ Provide these on the board when necessary and let the learners copy them.</li> <li>✓ Have the learners open their notebooks. Read out the following sentences and have the learners write the sentences.</li> <li>✓ Avoid blending or segmenting the words at first. If the learners seem to be having trouble with certain words sound them out slowly to help them.</li> </ul> <p>1) the man has got a dog</p> <p>2) gag and og are in the bog</p> <p>3) the dog has got the map</p> <p>4) dad is in a pot</p>
<b>Textbook Exercise</b>	<ul style="list-style-type: none"> <li>✓ Elicit what sentence the pictures represent from the learners.</li> <li>✓ Assign the page for homework.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Page 68</li> </ul>

## Self-evaluation – Page 53

<b>Aims</b>	<ul style="list-style-type: none"> <li>• For the learners to become better able to evaluate their own progress.</li> <li>• To help instil a '<b>growth mindset</b>' in the learners.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Put page 53 on the projector for everyone to see.</li> <li>✓ Indicate that you are going to fill out the 'after the unit' section.</li> <li>✓ Have the learners fill out the date.</li> <li>✓ Concept check that there is no correct answer and that everyone can have a different answer.</li> <li>✓ Have the learners fill out the first two rows by themselves if they can. Many of them might still need guidance.</li> <li>✓ For the <b>fourth section</b>, sing the first part of the song with the class and ask them what color they think they should color the first box.</li> <li>✓ For the second box, ask the learners to turn to page 56.</li> <li>✓ Have some volunteers read sentences out loud or have the learners all read aloud to themselves quietly at their own pace. This will engage the largest number of learners at a time and avoid singling out weaker students. Circulate around the class and gauge which learners might still need more work on this.</li> <li>✓ For the <b>fifth section</b>, show the learners p.68 and ask 'Can you do this? Is it easy? A little hard? Very hard?'</li> <li>✓ Let them decide what color to fill in the box.</li> </ul> <p>           Congratulate everyone on getting better. Ask them why they got better and help them to make the link between practice and improvement.         </p>