

Book
1

Awesome Phonics Adventures



The Magic Bell

Unit 4 – Lesson Plans

<p>Aims</p>	<ul style="list-style-type: none"> • For the learners to become aware of gaps in their knowledge. • To increase motivation to learn the new items introduced in the unit.
<p>Self-evaluation before the unit</p>	<ul style="list-style-type: none"> ✓ Have the learners fill out the date and the first three rows of the 'Before the Unit' section. <p>I can read the story 'to the dock'.</p> <ul style="list-style-type: none"> ✓ Show the comic on pages 72 to 75. ✓ Ask the learners to sing the song. ✓ Have them consider how clearly, they can sing it and help them to make an accurate evaluation. ✓ Follow a similar procedure for the 'I can read...' box <p>I can write a simple sentences with help using 's', 'a', 't', 'p', 'l', 'n', 'm', 'd', 'o', 'g', 'c', and 'k'.</p> <ul style="list-style-type: none"> ✓ Show the learners page 86. ✓ Ask them if they are able to do the exercises. ✓ Let them decide what color to fill in the boxes.

Aims	<ul style="list-style-type: none"> For the learners to be able to recognize and produce vocabulary from the story 'to the dock'. For the learners to be better prepared to understand the story 'to the dock'.
Vocabulary	<p>Show</p> <ul style="list-style-type: none"> ✓ Large flashcards or use the projector images so that all the learners can see them. ✓ Model the language for the learners slowly and clearly. Indicate that they should just listen and not repeat. <p>Identify collective – Point</p> <ul style="list-style-type: none"> ✓ Put a set of cards up on the walls in various locations that are visible. ✓ Call the words and have the learners point at them. ✓ ICQ that they don't run to touch them. <p>Identify individual – Circle Game</p> <ul style="list-style-type: none"> ✓ Make small groups and have them sit in a circle. ✓ Hand out 2 flashcards to each student. Students place cards in front of them. ✓ Place 2 counters above each student's card. ✓ Call a card. ✓ The learners try to snatch the counter in front of the card that has been called, while the player who has the card that has been called must protect the chip by covering it with his or her hand. <p>Drill</p> <ul style="list-style-type: none"> ✓ Drill the language listening carefully to whether they are pronouncing it correctly. ✓ Hone in on smaller groups to hear better or to correct pronunciation as needed. <p>Produce – Rock Paper Scissors Bridge</p> <ul style="list-style-type: none"> ✓ Place cards face up in a line across the center of the room. ✓ Make two teams and have them line up at either end of the line facing each other. ✓ On 'go', the learners step from card to card saying the TL. ✓ When they meet, they play rock paper scissors. ✓ The loser goes back to the end of their team's line and the next person in line begins to step from card to card saying the TL towards the oncoming player. ✓ Repeat the process until one player manages to get all the way across the line, winning the game.
Textbook Activity	<ul style="list-style-type: none"> ✓ Demonstrate how to do the exercise on page 71. ✓ Assign them for homework.
Homework	<ul style="list-style-type: none"> Page 71

Pages 72-76

Aims	<ul style="list-style-type: none">• For the learners to be able to understand the story 'to the dock'.• For the learners to practice listening for gist and specific information.• For the learners to have a context for language work in Unit 4.
Story Listening 1	✓ For the first exposure to the story, read the story for the learners or play the audio and have the learners follow along by pointing to the appropriate boxes.
Story Activity 1	<ul style="list-style-type: none">✓ Use the map on page 76.✓ Have the learners touch the different locations as they are mentioned in the story.
Textbook Exercises 1 & 2	<ul style="list-style-type: none">✓ Demonstrate how to do the activities on page 76.✓ Do half of the activity with the learners in class as this one is quite challenging.✓ Have the learners finish the activity for homework.
Homework	<ul style="list-style-type: none">• Page 76

Aims	<ul style="list-style-type: none"> For the learners to review reading and writing words composed of the letters 's', 'a', 't', 'p', 'l', 'n', 'm', 'd', 'o', 'g' before moving on to new letter-sound correspondences.
Activity 1	<ul style="list-style-type: none"> ✓ Hand out the image cards and sentence cards from Unit 3. ✓ Make small groups or pairs and give the learners sets of the sentence and picture cards. ✓ 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. ✓ Change groups and repeat a few times until the learners begin to gain confidence. ✓ When the learners are ready for a challenge, have them race against each other or have them race against a timer.
Textbook Exercises 1 & 2	<ul style="list-style-type: none"> ✓ Demonstrate how to complete the activities. ✓ Complete one example with the learners and assign the rest for homework.
Homework	<ul style="list-style-type: none"> Page 77

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>Aims</p>	<ul style="list-style-type: none"> • To introduce the basic sounds of the letters 'c' /k/ and 'k' /k/ • To give the learners receptive exposure of the sounds /k/ • For the learners to have practice pronouncing the sound /k/ • To introduce and practice the correct way to write the letters 'c' and 'k'
<p>Basic Procedure</p>	<p>It is better to introduce the letters separately.</p> <ol style="list-style-type: none"> 1) Model vocabulary and letter sound 2) Identify vocabulary (choose a game from the Receptive Games section of the Game Glossary) 3) Drill the letter sounds and vocabulary 4) Demonstrate written form 5) Introduce TPR actions 6) Practice actions with music 7) Drill the lyrics 8) Sing
<p>Homework</p>	<ul style="list-style-type: none"> • Listening • Letter tracing / writing sheets 'c' and 'k'

Aims	<ul style="list-style-type: none"> For the learners to practice identifying words that begin with the letters 'c' and 'k'
Activity 1 't', 'd', 'g'	<ul style="list-style-type: none"> ✓ Give the learners letter cards for the letters 'c', 'g' and 't'. ✓ Call the following words and have the learners race to hold up the initial letter of the word called. <div>cat, tip, car, gorilla, cola, can, tin, table, cup, cap, tiger, go, card, guard, cot, top, cam, game</div>
Activity 2 'c' or 'k'	<ul style="list-style-type: none"> ✓ Give the learners mini whiteboards and markers. ✓ Using the vocabulary from P.78 & 79, call a word and have the learners race to write either 'c' or 'k' on their mini WBs. <div>cake, kiwi, koala, cat, cut, kid, cola, key, king, car</div>
Textbook Exercises 1 & 2	<ul style="list-style-type: none"> ✓ Demonstrate how to do the activity and assign the rest for homework.
Homework	<ul style="list-style-type: none"> Page 80

Aims	<ul style="list-style-type: none"> For the learners to have practice sounding out words made up of the letters: 's', 'a', 't', 'p', 'i', 'n', 'd', 'm', 'o', 'g', 'c' and 'k'
Demonstrate	<ul style="list-style-type: none"> ✓ Put page 81 on the projector or put up an A3 printout of the page. ✓ Play the audio and point to the letters as you listen. ✓ Point to the individual letters one by one and do a dragging motion below the letters that are blended into words.
Practice Receptive	<ul style="list-style-type: none"> ✓ Repeat the above but this time, have the learners point and drag their fingers as you did in the Demonstrate phase.
Practice Productive	<ul style="list-style-type: none"> ✓ Repeat the above but this time, have the learners pronounce the letters all together as they point and drag their fingers. ✓ 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.
Homework	<ul style="list-style-type: none"> Have the learners repeat the same procedure done in class at home. First, listen and touch. Next, listen, touch and say.

Aims	<ul style="list-style-type: none"> For the learners to be able to listen for and read CVC words with 's', 'a', 't', 'p', 'l', 'n', 'd', 'm', 'o', 'g', 'c', 'k' when blended slowly.
Activity 1	<ul style="list-style-type: none"> ✓ Have the learners put their desks together in small groups. ✓ Give them the Unit 4 CVC cards and have them lay them down on their desks face up. ✓ Call a word and give the learners several seconds to identify the word. ✓ On the count of three, have the learners race to put a counter on the appropriate card. ✓ If there is a tie, have the learners play rock, paper, scissors to determine who can leave their counter on the card. ✓ The first student to get two counters on one card gets to keep the card.
Textbook Exercise 1	<ul style="list-style-type: none"> ✓ Go through example 1 and 2 of the exercise on p.82. ✓ Assign the rest of the examples for homework.
Homework	<ul style="list-style-type: none"> Page 82

Aims	<ul style="list-style-type: none"> For the learners to be able to read and understand CVC words with 's', 'a', 't', 'p', 'l', 'n', 'd', 'm', 'o', 'g', 'c', 'k'.
Activity 1	<p>Concentration</p> <ul style="list-style-type: none"> ✓ Make small groups. ✓ Give each group sets of the Unit 4 CVC word cards and the corresponding image cards. ✓ Have them put the two sets of cards face down in two different places. ✓ Have the learners take turns turning over one card from each set. As they turn over the cards, they need to read the words. ✓ If a learner makes a match, they can keep the pair. ✓ At the end, the player who has the most matches is the winner.
Textbook Exercise 1 & 2	<ul style="list-style-type: none"> ✓ Demonstrate how to do the exercises on p.83. ✓ Complete one example and assign the rest for homework.
Homework	<ul style="list-style-type: none"> Page 83

Aims	<ul style="list-style-type: none"> For the learners to be able to read and write 'no', 'go' and 'to' as sight words.
Review	<ul style="list-style-type: none"> ✓ Review the rules for 'has/has got' as well as 'is'. Write a few basic sentences on the board that have 'has got' or 'is' missing. Elicit the word that is missing. ✓ Write words that the learners can read with 'o' on the board: pot, dog, on ✓ Sound out the words with the students and demonstrate the /a/ sound. ✓ Write up the words 'no' and 'go'. Model the pronunciation for the learners and point out that these words are special. ✓ Write up the word 'to' and model its pronunciation. Demonstrate that this word also has an 'o' but sounds different. ✓ Write the sentence 'go to the dock'. ✓ Read it out with the learners. ✓ If the learners need more clarification of the meaning, you could do a short TPR activity and have the learners tell each other to 'go to' different places in the classroom.
Writing Practice 'no', 'go', 'to'	<ul style="list-style-type: none"> ✓ Give the learners mini white boards. ✓ Start with a basic dictation. ✓ Say the words and have the learners write them. ✓ If the learners need more practice or if you want to include something more active in your class, make teams of 3 or 4 students. ✓ Put them in lines, give each student a mini white board. ✓ Have them all close their eyes except the first ones in line. Show them one of the words 'no' 'go' or 'to'. ✓ The first person then writes the word on their board then whispers it to the next in line, who then writes the word and whispers it to the next after them. ✓ The first team to have the word written on all of their whiteboards wins. ✓ Consider extending the activity to practice sight words from past units.
Homework	<ul style="list-style-type: none"> Page 84

Aims	<ul style="list-style-type: none"> For the learners to have reading comprehension practice of sentences from the story 'to the dock'.
Activity 1	<ul style="list-style-type: none"> ✓ Print out the image cards and sentence cards from Unit 3. ✓ Put page 67 on the projector. Read through the sentences out loud with the sentences. ✓ Elicit which pictures they correspond to. ✓ Make small groups or pairs and give the learners sets of the sentence and picture cards. ✓ 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. ✓ Change groups and repeat a few times until the learners begin to gain confidence. ✓ When the learners are ready for a challenge. Have them race against each other or have them race against a timer.
Textbook Exercise	<ul style="list-style-type: none"> ✓ Show how to do the exercise. ✓ Assign it as homework.
Homework	<ul style="list-style-type: none"> Page 85

Aims	<ul style="list-style-type: none"> For the learners to have practice writing sentences in the context of the story 'to the dock'.
Dictation	<ul style="list-style-type: none"> ✓ There are some words in the sentences that the learners shouldn't be expected to be able to write yet. ✓ Provide these on the board when necessary, and let the learners copy them. ✓ Have the learners open their notebooks. ✓ Read out the following sentences and have the learners write the sentences. 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. <p>1) we can get the map to the treasure</p> <p>2) kim is on a cat</p> <p>3) the kid is in a tin can</p> <p>4) let's go to the bog</p>
Textbook Exercises 1 & 2	<ul style="list-style-type: none"> ✓ Elicit what sentence the pictures represent from the learners. ✓ Assign the page for homework.
Homework	<ul style="list-style-type: none"> Page 86

<p>Aims</p>	<ul style="list-style-type: none"> • For the learners to become better able to evaluate their own progress. • To help instil a 'growth mindset' in the learners.
	<ul style="list-style-type: none"> ✓ Put page 69 on the projector for everyone to see. ✓ Indicate that you are going to fill out the 'after the unit' section. ✓ Have the learners fill out the date. ✓ Concept check that there is no correct answer and that everyone can have a different answer. ✓ Have the learners fill out the first two rows by themselves if they can. Many of them might still need guidance. ✓ For the fourth section, put the learners in pairs and have them take turns reading parts of the story 'to the dock'. ✓ Circulate to monitor how the student are doing. ✓ Afterwards, ask the learners if it was easy, a little hard or very hard. ✓ Have them color the boxes accordingly. ✓ For the fifth section, show the learners p.86 and ask 'Can you do this? Is it easy? A little hard? Very hard?' ✓ Let them decide what color to fill in the box. <p>Congratulate everyone on getting better. Ask them why they got better and help them to make the link between practice and improvement.</p>