

A2 Flyers Reading and Writing Part 7

Description

This lesson plan has been designed to help students prepare for A2 Flyers Reading and Writing Part 7. This lesson plan can be delivered face to face or online. The ‘online options’ column gives teachers ideas on how the stages could be adapted for teaching online.

In this lesson, students complete a Reading and Writing Part 7 task (write a short story based on pictures), using time sequencers. They discuss and design their own planet.

Time required: 45 minutes (can be extended or shortened as required)

Materials required:

- A2 Flyers sample task (see below - sent to parents in advance and printed if possible)
- Prepared presentation/PowerPoint slides
- Design your planet worksheet (see below - sent to parents in advance and printed if possible)
- Set up freely editable Googledocs if you wish students to type their stories

Aims:

- to complete a practice A2 Flyers Reading and Writing Part 7 task
- to complete a discussion task to design a planet

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
<p>Warmer – online game</p> <p>Play this Alien phonics game. Students have to identify the real and fake words. They can say “<i>Real!</i>” “<i>Fake!</i>” as the words appear, and you click on the corresponding alien. You could divide students into teams for this, to add a competitive element.</p>	Share your screen and sound.
<p>Speaking</p> <p>Show the pictures from the sample task.</p> <p>Say: “<i>You’re going to write a story about aliens. Look at these pictures.</i>” Give them some time just to look, then ask: “<i>What can you see?</i>”</p> <p>Elicit key vocabulary. Write it on the board (<i>planet, alien, spaceship, sandwich, drink, house</i>). Model and drill, if students need help with pronunciation.</p>	<p>Send the worksheet to parents in advance to print/open on the students’ screen.</p> <p>Share your screen. Use your mouse to point.</p>

<p>Divide students into pairs or small groups.</p> <p>Set the task: <i>“Let’s tell the story. One day, a spaceman landed on a strange planet. What happened? Work together and tell the story.”</i></p> <p>To add challenge, elicit more complex vocabulary (such as <i>shake hands, invite, land, surprised.</i>)</p> <p>Make sure students don’t write anything yet.</p> <p>After students have talked about the story, elicit some ideas as a class. This is an opportunity to provide more vocabulary, if they need it.</p>	<p>If you can monitor students safely, put them in breakout rooms. Or, do this as a whole class activity, eliciting ideas from different students about the story.</p>
<p>Writing</p> <p>Say: <i>“Do you remember how I started the story?” (One day)</i>. Elicit or provide other time sequencers that students can use as they write their story. Write these on the board:</p> <p><i>One day,</i> <i>Then...</i> <i>After that...</i> <i>In the end, ...</i></p> <p>Set the task: <i>“Work as a group. Write the story. Use these words.”</i></p> <p>As you monitor, provide feedback and support. Encourage students to write at least 20 words. Encourage them to pause, and check what they have written (spelling, full stops, verbs etc. – whatever your students need to focus on).</p> <p>For extra support, write the first part of the story as a class. You could provide sentence starters. For example, <i>One day, a spaceman... He met... He felt...</i> Give them lots of praise and encouragement.</p> <p>To add challenge, ask students to imagine what happened next and continue the story.</p> <p><u>Feedback</u></p> <p>You could ask students to read their stories aloud. Ask: <i>“Was your story the same? What was different?”</i></p> <p>You could highlight examples of good language use. You could also write a couple of common errors on the board for everyone to correct.</p> <p><i>A possible answer which would receive full marks</i></p> <p>An astronaut flew into space and made friends with an alien. The alien invited the astronaut to his house for dinner. The astronaut was hungry and accepted. He had a sandwich and some juice with the alien's family.</p>	<p>Share your screen</p> <p>Use breakout rooms, or ask students to write individually.</p> <p>As you visit breakout rooms, you could ask them to hold up their writing for you to see, or ask them to read it aloud.</p> <p>After the class, you could ask parents to send you the writing.</p> <p>If you want students to type, you could set up some Googledocs before class. Make sure you set the sharing options to allow anyone with a link to edit the document. You could send the links to parents, or share the links in the chat. Give each group a different link.</p> <p>Alternatively, students could share their screens, if they typed the story. Then they can read each other’s stories.</p>

<p>Note: In this part of the Reading and Writing examination, it is acceptable for children to use the present continuous to describe the pictures. If you feel this is more appropriate for your students, focus your example on this and remove the focus on time sequencers.</p>	
<p>Speaking – design your own planet</p> <p>Show the Design your own planet worksheet (see Materials).</p> <p>Give a model. For example: <i>“My planet is called Zutron. It’s big and has a lot of sea. It’s hot and sunny all the time. There are lots of huge fish living in the sea...etc.”</i></p> <p>Set the task: <i>“Design your planet. Use the words on the worksheet to help you.”</i></p> <p>Regroup students into groups of 3. They discuss their planet. Encourage creativity and imagination.</p> <p>You could ask them to make notes and draw, or leave this for homework.</p> <p>Elicit ideas from different groups during feedback. Give lots of praise for creative ideas and good language use.</p>	<p>Share your screen.</p> <p>Use breakout rooms. Alternatively, do this as a whole class.</p>
<p>Optional activities</p> <p>Alien story</p> <p>Play the story animation. Answer the questions together afterwards.</p> <p>You could also play the story without sound the first time, covering the words. Then ask children what they think the story is about. Play the story with the sound and words for them to check their ideas.</p> <p>Planets song</p> <p>If appropriate to the age of your students, you could play this song. Children listen and then sing along with the words they can remember.</p>	<p>Share your screen and sound.</p>
<p>Homework</p> <p>Students can write about the planet they designed on the worksheet.</p>	

Materials

Look at the three pictures. Write about this story. Write 20 or more words.



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Design your planet

Planet name

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Description

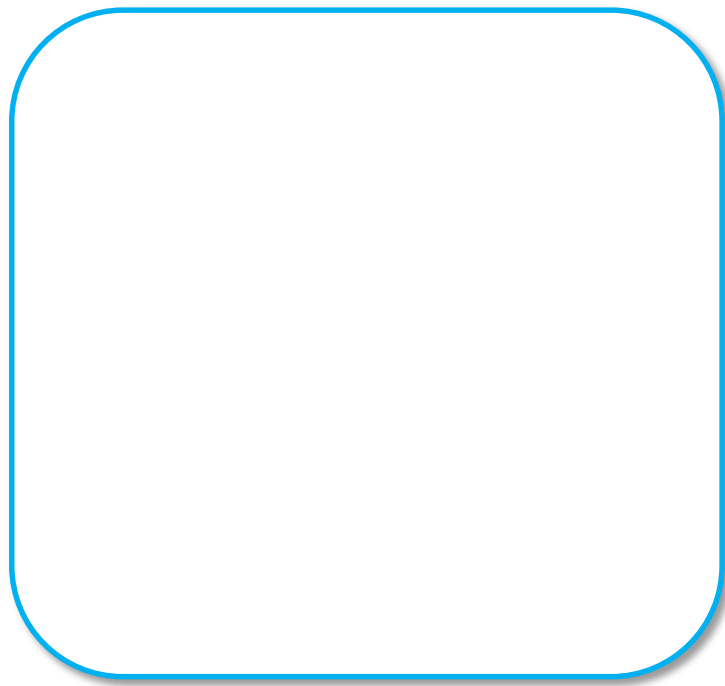
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Weather

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Animals

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People

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Transport

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How is your planet different from Earth?

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