

Pre A1 Starters Reading and Writing Part 4

Description

This lesson plan has been designed to help students prepare for Pre A1 Starters Reading and Writing Part 4. 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 will revise animal vocabulary, watch a video and sing a song about animals and practise spelling animal words.

The lesson can be delivered as one 45-minute lesson, or it can be broken up into shorter lessons if delivering it online.

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| Time required: | 45 minutes (can be extended or shortened as required) |
| Materials required: | <ul style="list-style-type: none"> Pre A1 Starters sample task – gap fill story (below) A brightly coloured or decorated box and a toy hippo or a picture of a hippo Prepared presentation/PowerPoint slides |
| Aims: | <ul style="list-style-type: none"> To review simple sentence structures To practise describing animals To practise Part 4 of Pre A1 Starters Reading and Writing |

Procedure

| Lesson Stages | Online options |
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| <p>Greet the students.</p> <p>Ask them a few questions to get their attention, e.g. What day is it today? What did you have for breakfast? Use names, especially if you can see that they are distracted.</p> | <p>Check that all students can hear you and that you can hear them.</p> <p>Tip: Ask students to mute their microphones when they are not talking to avoid background noise and echo.</p> |
| <p>Lead in - What's in the box?</p> <p>Have a brightly coloured or decorated box to generate curiosity at the start of the lesson and to introduce the topic. This can become a very nice routine if you have different things inside it in each lesson.</p> | |

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| <p>Chant – What’s in the box? What’s in the box? Who can guess what’s in the box?</p> <p>Get the students to join in. Ask them to guess what you have in the box. Open the box and reveal either a toy hippo or a picture of a hippo. Allow them to shout out the name of the animal together. Ask the students some questions:</p> <p>Do you like hippos? What colour are hippos? Are they big or small? What do they eat? Where do they live? Etc.</p> | <p>Get students used to turn taking and putting up their hands and not all shouting at once.</p> | | | | | | | | | | | | | | | | |
| <p>Focus on sentence structure</p> <p>Show students this jumbled sentence:</p> <table><tr><td>big</td><td>are</td><td>hippos</td><td>animals</td></tr></table> <p>Read the jumbled sentence aloud and ask students if it is a good sentence. Elicit the correct order of the words. <i>Hippos are big animals.</i></p> <p>(If you have been using metalanguage, ask students what kind of words they are.)</p> <p>Show students the other jumbled sentences one at a time and ask them to unjumble them.</p> <table><tr><td>bananas</td><td>monkeys</td><td>eating</td><td>like</td></tr></table> <table><tr><td>in</td><td>hippos</td><td>Africa</td><td>live</td></tr></table> <table><tr><td>four</td><td>have</td><td>elephants</td><td>legs</td></tr></table> | big | are | hippos | animals | bananas | monkeys | eating | like | in | hippos | Africa | live | four | have | elephants | legs | <p>Display the jumbled sentence on your screen.</p> <p>When you show the next group of jumbled words, ask students to either (a) write the correct sentence in the chat box or (b) write the correct sentence on a piece of paper and when you say ‘GO’ hold it up to their camera.</p> |
| big | are | hippos | animals | | | | | | | | | | | | | | |
| bananas | monkeys | eating | like | | | | | | | | | | | | | | |
| in | hippos | Africa | live | | | | | | | | | | | | | | |
| four | have | elephants | legs | | | | | | | | | | | | | | |
| <p>Unjumbling a word – task preparation</p> <p>Show students these letters on screen</p> <p>A D I L R Z</p> <p>Ask students to unjumble the letters and find the name of an animal (lizard).</p> <p>For extra support, you could give students the first letter of the word. You could also sound out each letter to help them or give them a clue, e.g. <i>It’s an animal.</i></p> <p>For extra challenge, you could set a time limit of 20 seconds for all students to unjumble the word.</p> <p>Ask students to think of words to describe lizards – welcome all of their suggestions.</p> | <p>Students could type their answers in the chatbox, write them on a piece of paper to hold up to the camera or put their hands up and speak into their microphones.</p> | | | | | | | | | | | | | | | | |
| <p>Writing practice</p> <p>Ask students to use some of the words they brainstormed to describe lizards to write two sentences like those that were unjumbled earlier, e.g. <i>Lizards are small animals.</i></p> <p>Give lots of encouragement and praise for their sentences.</p> | <p>You could ask parents to email you their child’s sentences to review after the lesson.</p> | | | | | | | | | | | | | | | | |


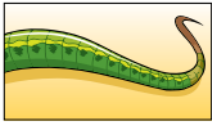






Introducing Part 4 sample question

Show students the pictures from the sample question. You could blank out the words underneath the pictures and elicit from students what each picture is.

Adapt this by jumbling up the letters of the words under each picture and challenge students to unjumble the words as quickly as they can.

Tell students they are going to read about lizards. Ask students to guess which two pictures / words they don't expect to read in a description. Ask students to justify their guesses.

Example

| | | | |
|---|---|---|--|
|  |  |  |  |
| animals | tail | balloon | trees |
|  |  |  |  |
| legs | spiders | teacher | sand |

You can blank out the words on your presentation.

Practice

Ask students to look at the first part of the text (see materials below). Explain that each gap has ONE word missing and the word is one of the words from the pictures they looked at.

Read the text to the students making a beep sound when you get to a gap. Read to the end. Tell students to then read the text themselves.

Look at the gap together and ask questions to help students get to the correct answer. For example, do you think lizards might like eating balloons? *No!* How about sand? *No!*

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

Ask students to continue and choose words for the rest of the gaps.

For extra support, continue going through each gap to help guide students to the correct answer.

This may be hard for some students having to do it alone. You may need to repeat instructions, show them what to do by doing it yourself and give lots of encouragement.

Homework or extension activity

Students could play this game to practise animal vocabulary.

If possible, communicate with parents / caregivers,

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| <p>https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/pre-a1-level/s-rw-01-what-is-it/</p> <p>For extra challenge, ask students to draw a picture of an animal and write 2 or 3 sentences to describe it.</p> | <p>so they can give any necessary help to the learners as needed with accessing and playing the game.</p> |
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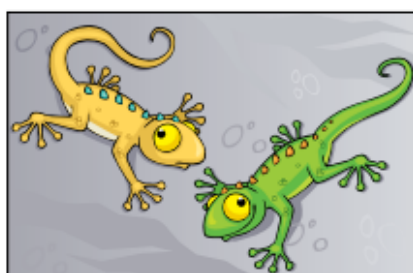
Materials

Part 4

– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Lizards



Lots of lizards are very small *animals* but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long

(3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... . Lizards love sleeping in the sun!

Example



animals



tail



balloon



trees



legs



spiders



teacher



sand