



Pre A1 Starters Reading and Writing Part 1

Description

This lesson plan has been designed to help students prepare for Pre A1 Starters Reading and Writing Part 1. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

In this lesson, students revise and practise regular and irregular singular and plural nouns through games, matching, drawing and spelling. They complete a Reading and Writing Part 1 sample task (tick or cross).

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

Materials required:

- **Pre A1 Starters sample task** (sent to parents in advance and printed if possible)
- Prepared presentation/PowerPoint slides
- **Singular or plural?** (sent to parents in advance and printed if possible)
- Ask parents to provide children with scrap paper or a board pen and homemade mini whiteboard (blank paper in a plastic sleeve) that can be wiped clean

Aims:

- to review and practise singular/plural nouns (regular and irregular)
- to complete a practice Pre A1 Starters Reading and Writing Part 1 task

Procedure

Lesson stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
Warmer Play this online matching game (pelmanism with singular/plural pictures). Move your mouse slowly over the cards, children call out 'yes' 'no' to guide you. When you click to reveal a picture, children say what they can see (e.g. <i>a cow, cows, a girl, girls</i>). Continue, with children guiding you until together you match the pairs of pictures. You could do this as a whole class activity or nominate children in turns to guess.	Share your screen.
Singular/plural <u>Recognise</u>	Send the picture to parents in advance, if

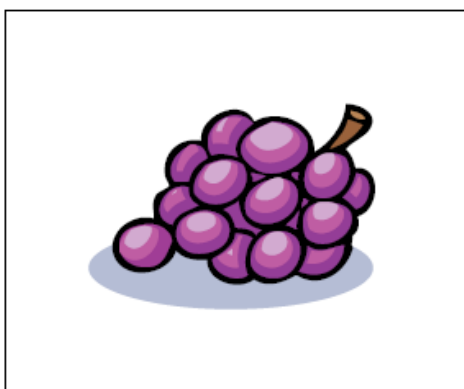
Display the Singular or Plural? worksheet – just show the top two rows (singular nouns) Point to the picture of a child. Ask: “<i>What’s this?</i>” (<i>a child</i> – accept <i>girl, person</i> but also elicit <i>child</i>). Repeat with the other singular nouns (<i>foot, mouse, shell, carrot, person</i> - accept <i>woman/mother</i> but also elicit <i>person</i> for this picture). Now show all the pictures. Point to each plural one by one and elicit the word. Point to the picture of the child. Ask, holding up one and then more fingers: “<i>One or more than one?</i>” (<i>one</i>). Point to the picture of children. Ask: “<i>One or more than one?</i>” (<i>more than one</i>). Repeat with other pictures. <u>Write</u> Point to the picture of a foot and ask: “<i>What’s this?</i>” (<i>a foot</i>) Show the words. Point to different words. Ask “<i>Is this [a foot]?</i>” (<i>yes/no</i>) Point to the spaces under the foot picture. Say: “<i>Write ‘foot’ here</i>” – write in the spaces, showing students there is one letter for each space. Children write the other words next to the correct pictures. Elicit and check answers. For added challenge, cover the words and see if children can spell them without looking. Optional extension Say “<i>One foot, two...?</i>” Children call out the plurals. Include regular and irregular plurals that your students know.	possible, and share your screen. Use your mouse/Annotate to point. Use Annotate or type the words under the pictures. Share your screen with the answers. Ask children to share their screen or hold up their worksheets so you can check what they have written.
Listen and draw Ask learners to divide a page of their notebook into 8 boxes and number them 1-8. Show them an example in your notebooks or on the board. Say: “Number 1. Draw a carrot.” Give children time to draw then say: “Show me.” Repeat with different singular/plural nouns (regular and irregular). Let children lead the activity – they say a word (singular or plural) and the rest of the class draw, then hold it up to check.	Ask students to hold up their notebooks so you can see their drawings. You could use Annotate to draw the pictures as you check, or draw on a piece of paper and hold it up to the screen.

You could use this to revise vocabulary children have recently learnt, as well as the plural nouns from today's lesson. To add challenge, children write the word as well as drawing the picture.	
Reading and writing Show the example statements in the sample task. Read them aloud. Point to the picture as you read and encourage students to say <i>Right/wrong</i> (or <i>Yes/No</i>). Point to the answer (tick or cross). Set the task: "<i>Now read, and tick or cross.</i>" Answers 1 X 2 ✓ 3 ✓ 4 X 5 ✓ Go through each question. Point to the pictures and read the statements aloud (or ask students to) as you check answers If there is confusion, point to the pictures and the noun or return to your "<i>One or more than one?</i>" question. You could also show pictures/draw a <i>sock</i>, <i>helicopter</i> to clarify meaning.	Use your mouse or Annotate to point. You could tick or cross the boxes as you go through answers, using Annotate, or display the answers by sharing your screen.
Optional extension Choose one picture from the worksheet (don't show the students) and cover it. Slowly reveal the picture. Children shout out what they can see. Model/drill "<i>This is a ...</i>" / "<i>These are...</i>" Write a statement and slowly reveal the picture. Children shout out yes/no. For example:  These are shells. (no)	If you are using Powerpoint, draw boxes to cover the pictures and slowly drag them away. Or, draw and drag boxes using Annotate. If you have Annotate, children could tick or cross each statement. You could type the statement on a document, a shared whiteboard, or in the chat.

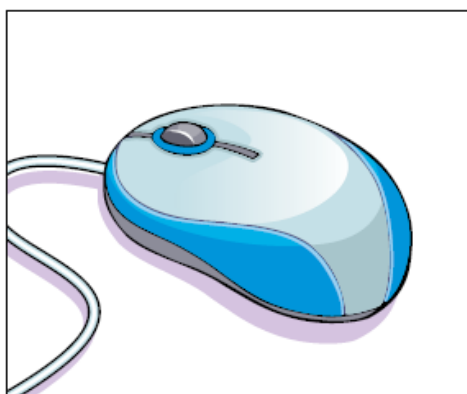
Materials

Sample task

Examples



These are grapes.



This is a house.



Questions

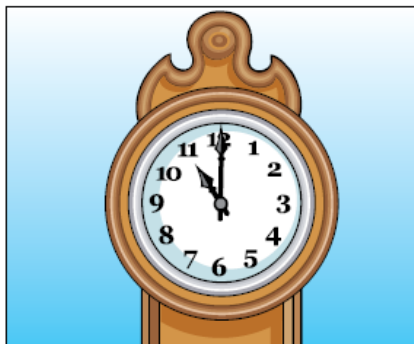
1



This is a helicopter.



2



This is a clock.

☐

3



These are shells.

☐

4



This is a sock.

☐

5



These are chairs.

☐

Singular or plural?

 c h i l d	 _____			 _____
 _____	 _____			 _____
 _____	 _____			 _____
 _____	 _____			 _____
child	mouse	carrots		person
people	shells	mice		feet
foot	children	carrot		shell

Singular or plural? answers

 <u>c</u> <u>h</u> <u>i</u> <u>l</u> <u>d</u>	 foot	 mouse
 shell	 carrot	 person
 children	 feet	 people
 carrots	 mice	 shells