



Pre A1 Starters Reading and Writing Part 3

Description

This lesson plan has been designed to help students prepare for Pre A1 Starters Reading and Writing Part 3. 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 animal vocabulary, watch a video, sing a song about animals and practise spelling animal words.

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

Materials required:

- **Pre A1 Starters sample task**
- Prepared presentation/PowerPoint slides
- **Animal poster**
- **Flashcards and wordcards** cut up
- **Zoo song** (optional)
- A set of letter cards per learner

Aims:

- To revise animal vocabulary
- To practise spelling animal words
- To practise Part 3 of Pre A1 Starters Reading and Writing

Procedure

Lesson Stages	Online options
Before the lesson Ask students to make letter squares, ie cut up a cereal packet or large sheet of card into 26 pieces and write a letter of the alphabet on each one. These ABC tiles can be used in many lessons, so ask students to keep them together in a bag or box and bring to every lesson.	Communicate with parents / caregivers, so they can give any necessary help to the learners as needed.
Greet the students and ask them to get out all their pencils, books, etc. as needed. Ask them a few questions to get their attention e.g. <i>What day is it today? What did you have for breakfast?</i> Use names, especially if you can see that they are distracted. Model answers by telling students what you had for breakfast, etc.	Check that all students can hear you and that you can hear them. Tip: Ask students to mute their microphones

	when they are not talking to avoid background noise and echo.
Warmer Having a familiar structure to lessons is helpful, as students get used to routines and feel secure. So why not start the lesson by singing a song the learners already know. Songs with actions are the best as these involve students more and help them focus.	
Lead in - What's in the box? Have a brightly coloured or decorated box to use to generate curiosity at the start of the lesson and to introduce the topic. This can become a nice routine. Chant – <i>What's in the box? What's in the box? Does anyone know what's in the box?</i> Get the students to join in. Ask them to guess what you have in the box. Take suggestions from them asking different learners in turn. Open the box and reveal either a toy or puppet of an animal they know. Allow them to shout out the name of the animal together.	Get them used to turn taking and putting up their hands and not all shouting at once.
Vocabulary review Show pictures either using the flashcards or the poster At the zoo (see materials below). Elicit the names of the animals one at a time. Make sure you include the following words: snake, duck, mouse, hippo, monkey, chicken After each animal is named, drill the word to ensure they are pronouncing it correctly. Say it clearly and naturally 2 or 3 times, then ask them to repeat it. Gently correct any students who are mispronouncing a word. Ask questions about the animals to involve students meaningfully with the vocabulary e.g. <i>Do you like monkeys? Is an elephant blue? How many legs does a snake have?</i>	
Matching words and pictures Have flashcards of pictures and words ready of <i>snake, duck, mouse, hippo, monkey</i> and <i>chicken</i> as well 3-5 others. Ask children to stand up. Show 2 flashcards – one picture and one word. If they are the same – students should jump up and try to touch the ceiling. If they are different e.g. the word hippo and a picture of a	



chicken, students should jump down and touch the floor. Show them what to do clearly by modelling it yourself.	
Optional flexi stage This could be a game to end the lesson or if you feel your students need a break in the middle of class, you could play this between any of the above stages: Introduce the song and sing along. The first time, students can listen and just say the names of the animals they see in the video. Play the song again and ask them to sing along with you. Encourage students to do actions to the song as they sing. In the next lesson, you can sing the song along to the video as a warmer.	Tip: Your Students might need a break, depending on the length of the lesson. Concentrating online is hard work. Think about adding some little games or time away from the screen.
Spelling game Ask students to get out their alphabet tiles and spread them on the table in front of them, so they can see all the letters. Ask them to find the letter – F (wait until they do), then R, then O, then G Ask them what animal that spells? Frog Now ask them if they can find the letters and spell ‘dog’. Wait for them to do this and let them show you their completed words. You can do more animals they know (as long as the same letter is not repeated in the word) e.g. cow, cat, goat, spider If they have problems, spell the words aloud with them. They can point at each letter as they say it. Don’t forget to praise and encourage them and reassure any students who are finding this difficult. Slow down if necessary.	
Matching jumbled words to pictures On the screen show a jumbled animal word e.g. S O H R E, as well as a picture of a horse. Ask them to find those letters and rearrange them to find the word. Ask students to show you the words they have spelt. Do this with a few more animals.	If students have blu tac or a similar adhesive, they can stick them on the front of their book and lift it up to the camera.

Test practice

Ask students to look at the **sample task** you have previously sent them.

Look at the example together and point out the individual letters on the cage
e.g. *look, here's the S. Can you see the N, here it is. Well done. Etc.*

Now ask the students to do number 1 with you, lead them through the process.

Ask – what's this? It's a duck. Yes. What's the first letter? A D. Can you see the D?, etc. So how do you spell 'duck'? Great. Can you write it down in the gaps?

You may need to do another one with them until they feel confident doing the rest on their own.

Answers

1. duck
2. mouse
3. hippo
4. monkey
5. chicken

In class they would be helping each other. This may be hard for some or they may feel stressed doing it alone. So, you may need to repeat instructions, show them what to do by doing it yourself and give lots of encouragement.



Materials

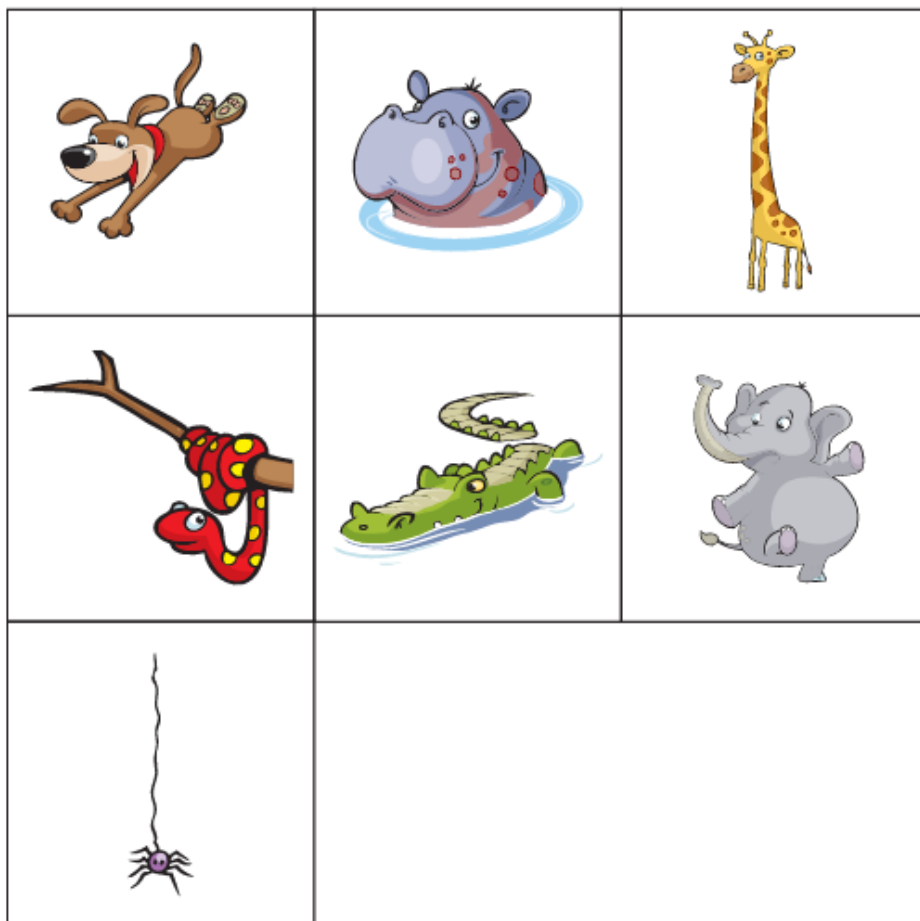
Flashcards

From **Pre A1 Starters** flashcards

At the zoo



At the zoo



frog	mouse/ mice	sheep
tiger	duck	monkey
bird	cow	chicken
horse	lizard	goat



dog	hippo	giraffe
snake	crocodile	elephant
spider		



At the zoo – poster



Source: **Pre A1 Starters Wordlist Picture book** p.6

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CAMBRIDGE
English

Sample task

Part 3

– 5 questions –

Look at the pictures. Look at the letters. Write the words.

Example



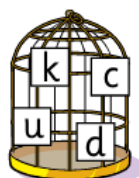
s n a k e



Questions

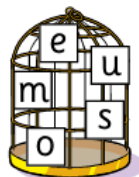
1





2





3





4





5



