Book 1

Awesome Phonics Adventures

AAS PRESS

The Magic Bell

Unit 1 – Lesson Plans

Self-evaluation -- Page 19

Aims	• For the learners to become aware of gaps in their knowledge. • To increase motivation to learn the new items introduced in the unit.
	Follow a procedure similar to what was done at the beginning of the course on page 7. This time, the learners should be able to do it a bit more independently but will likely still require guidance. The 3rd and 4th rows of the can-do statements will be new to the students and will require more clarification. **'I can sing and read the song "pat in a tin".'** ✓ Show the comic on page 22 and 23. ✓ Ask the learners to sing the song. ✓ Some students might be able to sing parts of it if they have been listening to it at home frequently. 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 **"I can write a simple sentence with help"** ✓ Show the learners page 34. ✓ Ask them if they are able to do the exercises. ✓ Let them decide what color to fill in the boxes.
Homework	Vocabulary: Page 20 Listening: • Pat in a Tin • The 'I' Song • The 'N' Song • The 'D' Song • The 'M' Song

Pages 20-21

Aims	• For the learners to be able to recognize and produce vocabulary from the song 'Pat in a Tin'. • For the learners to be better prepared to understand the song 'Pat in a Tin'.
Vocabulary Input	Show: ✓ Show large flashcards or use the projector images so that all learners can see them. ✓ Model the language for the learners slowly and clearly. ✓ Indicate that they should just listen and not repeat. Identify (collective) – 'Slap/Karuta' ✓ Make groups of about 4 to 5. ✓ Give each group a set of cards. ✓ Have them make a circle and lay the cards out face up in the center. ✓ Call the vocabulary item and have the learners race to touch the correct one. ✓ Don't count points for this activity. Identify (individual) – 'Hold Up' ✓ Have each of the learners take two cards and make larger circles (circles with 10-15 students work well). ✓ Have them hold the cards facing in so that all of the students can see the card image. ✓ Call one of the vocabulary items and have the learners who have the card race to hold it up. ✓ Repeat a few times and periodically have the learners switch cards. ✓ Assign points to the fastest or have an elimination round where the last one to hold up a card called is out. Drill ✓ 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. Produce (individual)– 'Bye Bye Game' ✓ Divide the learners into 2 teams on either side of a table. ✓ The teacher stands or sits in the middle of the two teams. ✓ Flash a card to the 2 students at the front. ✓ The fastest to answer receives the card. ✓ The other student goes to the back of the line. ✓ Students can win a maximum of three times before having to go to the back of the line.
Texbook Activity	Demonstrate how to do the exercises on page 21.
Homework	• Pages 20 and 21

Pages 22-24

Aims	• For the learners to be able to understand the song 'Pat in a Tin'. • For the learners to be able to sing the song 'Pat in a Tin'. • For the learners to have a context for language work in Unit 1.
Song Receptive 1	✓ Play the song and have the learners follow along with the images in their textbooks. ✓ Have them point to the appropriate boxes. At this point it isn't necessary to focus on the written language as we are just giving the learners a general understanding of the text.
Song Receptive 2	TPR: 1) **Show:** Introduce the first three actions: • 'oh no!' • 'pat in a tin' • 'pat in a pan' 2) **Call:** Call the phrases introduced in step 1 in random order. Have the learners respond by doing the actions. 3) **Show:** Introduce the next three actions: • 'pip takes a nap' • 'pat has a pin' • 'nap pip nap' 4) **Call:** Call the phrases introduced in step 3 in random order. Have the learners respond by doing the actions. 5) **Mix:** Call all of the lines introduced so far in random order. Have the learners respond by doing the actions. 6) **Show:** Introduce the last three actions: • 'pat makes a pit' • 'the pin in pip' • 'pip, sit in the pit' 7) **Call:** Call the phrases introduced in step 6 in random order. Have the learners respond by doing the actions. 8) **Mix:** Call all of the lines introduced so far in random order. Have the learners respond by doing the actions.
Song Receptive 3	Play the song and have the learners stand up and do all of the actions.
Productive 1	Drill the lines of the song while doing the actions.
Productive 2	Play the song and have all of the learners sing along while doing the actions.
Homework	• Show the learners how to do the exercises on page 24. Assign them for homework • p.22,23,24

Aims	• For the learners to review letter sounds that were introduced in the previous unit, by both identifying and producing, before moving on to new letter-sound correspondences.
Exercise 1	✓ Demonstrate how to do exercise 1. ✓ Have the learners complete the rest of the examples in class.
Review Activity	'Letter Tracing Train' ✓ Have students stand in 2 or more lines, leading up to the board. ✓ Give the learner in the front of the line a marker or chalk. ✓ Whisper a word starting with 's', 'a', 't' or 'p' to the last learner in each of the lines. ✓ Have them trace the letter on the back of the student ahead of them. ✓ That student in turn traces it on the back of the student in front of them. ✓ This process continues until the student in front of the line runs to the board and writes the letter. ✓ The first team to succeed gets a point.
Homework	• Demonstrate how to do Exercise 2 on p.25. • Assign it as homework.

Pages 26-27

The following is a brief running order for introducing new letters. Feel free to substitute activities for ones that you and your class prefer.

Aims	• To introduce the basic sounds of the letters 't' (/t/) and 'p' (/p/). • To give the learners receptive exposure of the sounds /t/ and /p/. • For the learners to have practice pronouncing the sounds /t/ and /p/. • To introduce and practice the correct way to write the letters 't' and 'p'.
Basic Procedure	It is better to introduce the letters separately. 1) Model vocabulary and letter sound 2) Identify vocabulary (choose a game from the Receptive Games section of the Games 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 You may want to keep to the same activities that were introduced in the previous weeks to build confidence and familiarity with the lesson flow or you can substitute certain activities such as **2) identify** and **3) drill** See the Games Glossary for ideas.

Homework	• Listening:
	  ○ The 'A' Song
	  ○ The 'S' Song
	  ○ The 'T' Song
	  ○ The 'P' Song
	  ○ 'Pat in a Tin'
	  ○ The 'I' Song
	  ○ The 'N' Song
	
	• Letter tracing / writing sheets:
	  ○ 't' and 'p'
	  ○ Reassign 's' and 'a' if the learners still need practice.

Aims	• For the learners to practice identifying words that begin with the sounds /ɪ/ and /n/.
Activity 1	TPR ✓ For the letter 'i', have the learners hop on one foot. ✓ For the letter 'n', have them cross their arms. ✓ Call words starting with the letter 'i' or 'n' ✓ Have the learners race to respond with the corresponding action.
Activity 2	✓ Give the learners mini whiteboards. ✓ Call words as in Activity 1. ✓ Have the learners race to write the initial letter of the word on their whiteboards.
Textbook Exercise 1	Use the textbook audio. ✓ Complete the first example along with the learners. ✓ It might be a good idea to put the page on the projector to ensure that you can demonstrate how the activity works, as it might not be obvious to the learners. ✓ Assign the remaining examples for homework.
Textbook Exercise 2	✓ Demonstrate how to do the activity and assign the rest for homework.
Homework	• Page 28

Aims	• For the learners to become aware of how English letter sounds are blended. • For the learners to have practice sounding out words made up of the letters: ‘s’,’a’,’t’,‘p’,’i’ and ‘n’
Demonstrate	✓ Put page 29 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 blended letters within the words.
Practice Receptive	✓ Repeat the above but this time, have the learners point and drag their fingers as you did in the Demonstrate phase.
Practice Productive	✓ 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	• Have the learners repeat the same procedure done in class at home. • First, listen and touch. Next listen touch and say.

Page 30

Aims	• For the learners to be able to listen for and write CVC words with ‘s, a, t, p, i, n’ when blended slowly.
Activity 1	✓ Give the learners letter cards or have them make their own letter cards on paper or flash cards. ✓ Blend words similarly to how they are said on the previous page, for example, “s-i-t, sit, s-i-t, sit”. ✓ Have the learners listen and order their letter card to for the word.
Textbook exercise 1	✓ Go through example 1 and 2 of exercise one on p.30. Assign the rest of the examples for homework.
Homework	• Page 30

Aims	• For the learners to be able to read and understand CVC words with ‘s, a, t, p, i, n’. • For the learners to have more practice writing CVC words.
Activity 1	✓ Give the learners the picture cards and the CVC word cards in group. Have them spread the cards out on their desks. On the count of three, have the learners race to match up the cards and words.
Textbook exercise 1	✓ Demonstrate the activity and have the learners do one more example. Assign the rest for homework.
Dictation 1 (Formative Assessment)	✓ Give the learners lined paper or have them use their notebooks. ✓ Without blending, call out the following words. ✓ Have the learners write the words down. 1) pip 2) pin 3) sit 4) nap 5) sip This can be used as a formative assessment which means it can be used to gauge the learners progress. it may or may not be used to form a small part of their term grades.
Textbook exercise 2	✓ Complete an example with the learners and assign the rest for homework.
Homework	• Page 31

Aims	• For the learners to become aware of the definite article 'the'. • For the learners to be able to read and write 'the' as a sight word. • For the learners to understand that 'the' is used to refer to a noun the second time it appears in a text.
Clarification	Review the rules for the indefinite article 'a'. Ask concept checking questions to ensure that the learners remember that 'a' does not come before verbs or proper nouns. ✓ Draw attention to the 5th box of the song 'pat in a tin' on page 22. Read it with the learners. ✓ Write the sentence "pat has a pin" on the board. ✓ Draw attention to the 3rd box of the song on page 23. Read it with the learners. ✓ Write the sentence on the board. ✓ Underline the 'a' in the first sentence. Have the learners read it. ✓ Show that in the second sentence it is 'the' pin not 'a' pin. Point out that the first time we use 'a' and the second time we use 'the'. Follow up by asking the learners to find the word 'pit' in the text on page 23. ✓ Ask them "The first time, what is before 'pit'?". Elicit 'a'. ✓ Next, ask "The second time, what is before 'pit'?". Elicit 'the'.
Textbook exercise 1	✓ Demonstrate how to complete activity 1 and assign it for homework.
Writing practice 'the'	✓ Demonstrate how to write the word 'the'. Make sure that the learners don't confuse 'h' with 'n'. ✓ Have them practice writing it in their notebook.
Textbook exercise 2	✓ Demonstrate how to complete activity 2. Do the first example together. Assign it for homework.
Homework	• Page 32

Page 33

Aims	• For the learners to have reading comprehension practice of sentences from the song ‘pat in a tin’.
Activity 1	✓ Print out the image cards and sentence cards from unit 1 ✓ Put page 33 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	✓ Assign the exercise for homework.
Homework	• Page 33

Aims	• For the learners to have practice writing sentences in the context of the song 'Pat in a Tin'. • For the learners to become aware that there are spaces between words in English.
Dictation	✓ This will be the first exercise of the course that requires the learners to write sentences. Consider starting the lesson by demonstrating how much space to put between words. ✓ 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. 1) pip has a pan 2) a pin in pat 3) pip in the pit
Textbook exercise 1 & 2	✓ Elicit from the learners what sentence the pictures represent. Assign the page for homework.
Homework	• Page 34

Self-Assessment -- Page 19

Aims	• For the learners to become better able to evaluate their own progress. • To help instill a "**growth mindset**" in the learners.
	✓ Put page 19 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. ✓ Draw attention to the 'I can read: a, s, t, p' square. Ask the learners to put up their hands if they can read it. ✓ If they put their hand up right away, ask them to color the box in green. ✓ If they hesitate, indicate that yellow might be a good option. ✓ Concept check that there is no correct answer and that everyone can have a different answer. ✓ Follow a similar procedure for the rest of the boxes, allowing the learners to do it on their own if they seem ready to do so. ✓ They will probably need to be guided through the whole process this time though. ✓ For the **third section**, sing the first part of the song with the class and ask them what color they think they should color the first box. ✓ For the second box, ask the learners to turn to page 22. ✓ Have some volunteers read sentences out loud or have the learners all read aloud to themselves quietly at their own pace. ✓ This will engage the largest number of learners at a time and avoid singling out weaker students. ✓ Circulate around the class and gauge which learners might still need more work on this. ✓ For the **fourth section**, show the learners p.34 and ask 'Can you do this? Is it easy? A little hard? Very hard?' ✓ Let them decide what color to fill in the box. Congratulate everyone on getting better. Ask they why they got better and help them to make the link between practice and improvement. **It may be necessary to use **L1** to achieve the aims of this page.