Book 1

Awesome Phonics Adventures

AAS PRESS

The Magic Bell

Unit 2 – Lesson Plans

Self-evaluation – Page 35

Aims	• For the learners to become aware of gaps in their knowledge. • To increase motivation to learn the new items introduced in the unit.
Self-evaluation before the unit	✓ Have the learners fill out the date and the first two rows of the **'Before the Unit'** section. **I can read the story 'the map.'** ✓ Show the comic on page 38 to 41. ✓ Ask the learners to try reading it. ✓ Ask them "Is it easy, a bit hard, very hard?" ✓ Have the learners fill out the boxes accordingly. **I can write simple sentences with help using 'a', 's', 't', 'p', 'l', 'n', 'd' and 'm'.** ✓ Show the learners page 52. ✓ Ask them if they are able to do the exercises. ✓ Let them decide what color to fill in the boxes.

Page 36-37

Aims	• For the learners to be able to recognize and produce vocabulary from the story 'the map'. • For the learners to be better prepared to understand the story 'the map'.
Vocabulary	**Show** ✓ Large flashcards or use the projector images so that all the 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 items. ✓ Don't count points for this activity. **Identify individual** ✓ Give each group a set of cards and colored counters. ✓ 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 put a counter on the card. If they put down a counter at the same time they need to play rock paper scissors. The winner gets to leave their counter on the card. Continue playing in this way. ✓ When one learner gets two of their counters on one card, they win that card. **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** ✓ Make 2 or 3 teams. Draw a robot on the WB for each team. ✓ Make each robot out of different shapes. For example, the square robot, the rectangle robot and the triangle robot. Give each robot a mustache. ✓ Show a card, and have the learners put up a hand if they know it. ✓ The first team to be able to say the TL get to erase one part from one of the other robots. Use language such as: "Erase the triangle robot's mustache." or for lower groups "Erase this."
Textbook Activity	✓ Demonstrate how to do the exercise on page 37.
Homework	• Page 37

Pages 38 to 42

Aims	• For the learners to be able to understand the story 'the map'. • For the learners to practice listening for gist and specific information. • For the learners to have a context for language work in Unit 2.
Story Listening 1	✓ For the first exposure to the story, read the story for the learners or play the audio and have the learners follow along by pointing to the appropriate boxes.
Story Activity 1	**Sound Story** ✓ Elicit sounds for the following words: map, dad, sad, let's go. ✓ Do a reading of the story and have the learners make the sounds you elicited when they hear them in the story. *You can use the textbook audio for this as well but it will make it harder to stop at points or control the pace for the activity.
Story Activity 2	✓ Demonstrate how to do the activity on page 42. ✓ Do half of the activity with the learners in class as this one is quite challenging. Have the learners finish the activity for homework.
Homework	• Page 42

Page 43

Aims	• For the learners to review reading and writing words composed of the letters ‘s’, ‘a’, ‘t’, ‘p’, ‘I’, ‘n’ before moving on to new letter-sound correspondences.
Activity 1	✓ Give the learners letter cards: s,a,t,p,i,n. ✓ Call words from the s,a,t,p,i,n list. ✓ Have the learners race to order the letters to form the words. **s,a,t,p,i,n, words** - in - it - tin - pin - sat - pit - sip - nap - pip - sit - at - pat - tap - sap - pan
Textbook Exercises 1 & 2	✓ Demonstrate how to complete the activities. Complete one example with the learners and assign the rest for homework.
Homework	• Page 43

Pages 44-45

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 'm' /m/ and 'd' /d/ • To give the learners receptive exposure of the sounds /m/ and /d/ • For the learners to have practice pronouncing the sound /m/ and /d/ • To introduce and practice the correct way to write the written form of the letters 'm' and 'd'
Basic Procedure	It is better to introduce the letters separately. **1)** Model vocabulary and letter sound **2)** Identify vocabulary **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 game glossary for ideas.
Homework	• Listening • Letter tracing / writing sheets 'd' and 'm'

Page 46

Aims	• For the learners to practice identifying words that begin with the sounds /d/ and /m/
Activity 1	✓ Have the class make one big line or two lines. ✓ Put a 'd' on the wall to the left of the line and an 'm' to the right of the line. ✓ Call words that begin with /d/ or /m/. Have the learners take a step to the left or right towards the appropriate letter. ✓ Start by only letting the learners take a step on the count of three to ensure that the slower learners have time to think and don't just follow the crowd. As the learners gain confidence, eliminate the three count and gradually increase the pace to raise the level of challenge.
Activity 2	✓ If you have enough space in your classroom, you can set up an activity similar to the design of Exercise 1 on page 46. ✓ Using scrap pieces of A4 paper, make 20 sheets with 'd' on them and 20 sheets with 'm' on them. ✓ Show the learners the picture on page 48. ✓ Indicate where the river is in the classroom. Indicate that the sheets of paper are the stones. ✓ Have 3 or 4 learners start on one side of the river and 3 or 4 start on the other side of the river. ✓ Call a random list of words starting with /d/ or /m/. ✓ Have the learners step on the stone that has the corresponding letter on it. The first to cross the river wins.
Textbook Exercise 1	✓ Use the textbook audio. ✓ Complete the first example along with the learners. ✓ It might be a good idea to put 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 46

Page 47

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’, ‘n’, ’d’ and ‘m’
Demonstrate	✓ Put page 47 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 letters that are blended into 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 48

Aims	• For the learners to be able to listen for and read CVC words with 's', 'a', 't', 'p', 'l', 'n', 'd', 'm' when blended slowly.
Activity 1	✓ Put up Unit 2 CVC cards on the board. ✓ Make two or three teams and have them stand in line leading up to the board. ✓ Give each team a set of magnets. ✓ Call a word, give the learners several seconds to identify the word. ✓ On the count of three, have the first in each line race to put a magnet on the corresponding card. The first to succeed gets a point.
Textbook Exercise 1	✓ Go through example 1 and 2 of the exercise on p.48. ✓ Assign the rest of the examples for homework.
Homework	• Page 48

Page 49

Aims	• For the learners to be able to read and understand CVC words with 's', 'a', 't', 'p', 'l', 'n', 'd', 'm'.
Activity 1	Concentration ✓ Make small groups. ✓ Give each group sets of the Unit 2 CVC word cards and the corresponding image cards. ✓ Have them put the two sets of cards face down in two different places. ✓ Have the learners take turns turning over one card from each set. As they turn over the cards they need to read the words. ✓ If a learner makes a match they can keep the pair. ✓ At the end, the player who has the most matches is the winner.
Textbook Exercise 1 & 2	✓ Demonstrate how to do the exercises on p.49. Complete one example and assign the rest for homework.
Homework	• Page 49

Page 50

<table>
<tr><td>Aims</td><td>• For the learners to become aware of the word ‘is’.
• For the learners to be able to read and write ‘is’ as a sightword.
• For the learners to understand that ‘is’ is used to connect subjects with complements or adverbials.</td></tr>
<tr><td>Review</td><td>✓ Review the rules for the articles ‘a’ and ‘the’.
✓ Ask concept checking questions to ensure that the learners remember that ‘a’ and ‘the’ do not come before verbs or proper nouns.
✓ Confirm that they remember we use ‘the’ after the first time they appear in a text.</td></tr>
<tr><td>Clarification</td><td>✓ Write the word ‘is’ on the board and model it for the learners.
✓ Point out that the /s/ is pronounced /z/. It is the same as /s/ but it is voiced.

✓ Have the learners practice saying it a few times.

✓ Put exercise 1 on the projector. Read through the sentences with the class. Circle the word ‘is’ in each of the sentences. Show that the word ‘is’ connects words.

✓ Draw the following table on the board with only ‘is’ in it at first.
✓ Elicit different names and nouns that can be the subject of the sentence and put them in the first column.
✓ Next, elicit adjectives and ad them to the other side.
✓ Finally, elicit places.

<table><tr><td>pat

tim

the man

dad

sam

pip</td><td>is</td><td>mad
sad
hot
red

in the house
in a tin
on a cat
on a mat</td></tr></table></td></tr>
<tr><td>Writing Practice ‘is’</td><td>✓ In their notebooks, have the learners practice writing ‘is’ a few times.
✓ Next, using the words written on the board, have the learners write some sentences with ‘is’.
✓ If the learners need an extra challenge, erase the table and write the words randomly on the board so that they have to identify which words to put in order.</td></tr>
<tr><td>Textbook Exercise 2</td><td>• Demonstrate how to complete activity 2 and assign it for homework.</td></tr>
<tr><td>Homework</td><td>• Page 50</td></tr>
</table>

Page 51

Aims	• For the learners to have reading comprehension practice of sentences from the story 'the map'
Activity 1	✓ Print out the image cards and sentence cards from Unit 2. ✓ Put page 51 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	✓ Show how to do the exercise. ✓ Assign it as homework.
Homework	• Page 51

Page 52

Aims	• For the learners to have practice writing sentences in the context of the story 'the map'.
Dictation	✓ 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) tim is on a mat 2) the man is sad 3) sam has a tin 4) a pin in a map
Textbook Exercise	✓ Elicit what sentence the pictures represent from the learners. ✓ Assign the page for homework.
Homework	• Page 52

Self-evaluation – Page 35

Aims	• For the learners to become better able to evaluate their own progress. • To help instil a '**growth mindset**' in the learners.
	✓ Put page 35 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. ✓ Concept check that there is no correct answer and that everyone can have a different answer. ✓ Have the learners fill out the first two rows by themselves if they can. Many of them might still need guidance. ✓ For the **third section**, ask the learners to turn to page 38. ✓ 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. ✓ Let the learners fill out the boxes accordingly. ✓ For the **fourth section**, show the learners p.52 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 them why they got better and help them to make the link between practice and improvement.