

# READING PROGRAM

Lesson Plan example #1 – Book 1

<b>Main aim</b>	To encourage learners to blend 3- and 4-sound words with the short /a/ vowel accurately and increase their vocabulary.
<b>Secondary aim</b>	To help learners practice writing independently using handwriting guidelines.
<b>Personal aim</b>	To provide different types of feedback to learners without disrupting their efforts, such as finger correction / gestures.

How does this lesson meet the needs and interests of the learner/s?	Materials to download and print from the Book 1 bundle:
The Book 1 materials are specifically designed for young learners, with easy-to-read fonts, handwriting lines and clear pictures to show the vocabulary words.	Print: <ul style="list-style-type: none"><li>- reader</li><li>- flashcards</li><li>- poster</li><li>- blending wheel activity</li><li>- spelling booklet.</li></ul>

Anticipated problems	Solutions
<ol style="list-style-type: none"><li>1. The learner/s do not recognize the vocabulary words.</li><li>2. The learner/s may not be able to write independently yet.</li></ol>	<ol style="list-style-type: none"><li>1. Warm up using the flashcards<ul style="list-style-type: none"><li>- match images to the words.</li></ul></li><li>2. Use the provided handwriting guidelines and tracing activities.</li></ol>



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Stage	Aim	Procedure
1. Lead-in	To encourage learners to recognize the target vocabulary.	<ul style="list-style-type: none"><li>- Show learners the poster and ask questions, e.g. "What says <i>meow</i>?" (cat), "What fries eggs?" (pan).</li><li>- Lay out the flashcard images opposite the flashcard words and ask them to pair them up.</li><li>- Ask students to check their answers using poster.</li></ul>
2. Reading task	To allow each learner to accurately blend 3- and 4-sound words aloud.	<ul style="list-style-type: none"><li>- Hand out readers to each learner.</li><li>- Invite individuals to read aloud.</li><li>- Do not correct them explicitly – use finger correction or gestures, e.g. show missing word.</li><li>- Repeat correct pronunciation together as a class.</li><li>- Encourage loud, clear voices (volume-o-meter!).</li></ul>
3. Comprehension	To help learners demonstrate understanding of the text.	<ul style="list-style-type: none"><li>- Read out the questions together.</li><li>- Help the learner identify the answers in the story.</li><li>- Encourage them to use the handwriting guidelines and to trace.</li><li>- Elicit answers and write on the board. Allow the students to mark their own in a different color.</li></ul>
4. Extension activity	To review the blending ability of the learners and connect to vocabulary.	<ul style="list-style-type: none"><li>- Show the student the blending wheel game and write a red 'a' on the board for the middle sound: <b>d</b></li><li>- Lay out the game card images.</li><li>- Ask a student to help demonstrate the task: b-a-t is a bat. Cover the bat with a counter.</li><li>- Ask students to find all the pictures using the blending wheels. Monitor and ensure participation.</li><li>- Level up by asking them to write the CVC words on post-it notes and sticking to correct picture.</li></ul>
5. Set homework	To help learners practice their writing, spelling and reading at home.	<ul style="list-style-type: none"><li>- Show students the spelling booklet.</li><li>- Demonstrate where they need to practice writing the word and how (<b>look, cover, write</b> and <b>check</b>).</li><li>- Explain that the next lesson will test them on these 5 words.</li><li>- Tell them to read aloud their book 5x supervised.</li></ul>
6. Exit ticket	To review the vocabulary and check pronunciation.	<ul style="list-style-type: none"><li>- Show students a flashcard and ask them for the correct word.</li><li>- If the pronunciation is not right, gesture to another student to help, then repeat correction.</li><li>- Once they get it right, give a high five or praise.</li></ul>

