

Lesson plan

Reading personal information

Topic: Reading information about a person

Level: SfL E1 / SQA Access 2 / CEFR A1

Time: 1 hour

Aims

- To develop students' ability to read a short text based on information about a person
- To practise word order in short 3rd person singular sentences
- To practise spelling *name, shop, three, thirty, chicken* and *chocolate*
- To develop recognition of *ch, sh* and *th* and use them at the beginning of words

Introduction

This lesson is based on a short text about a person. It develops the students' ability to recognise whole words and process short sentences. The activities are differentiated for students with different levels of early literacy.

You will need: Student worksheets:

- **Page 1:** display on the whiteboard or print large enough for you to show the class.
- **Page 2 Task 1:** one per student.
- **Page 2 Task 2:** cut up the text into sentences. One set of sentence cards per pair.
- **Page 3:** one per stronger student.
- **Page 4:** one per weaker student.
- **Pages 5 and 6:** glued back-to-back, laminated if possible and cut into cards. One set per pair or three students, depending which activities from **Task 4** you choose.
- **Page 7:** one per student for homework.
- Scissors for cutting the sentence cards in **Task 2** into word cards.

Procedure

Warmer (5 mins)

- Show the picture of Sharon on **Page 1** of the student worksheets.
- Elicit vocabulary based on the picture and write up on the whiteboard.
- Ask students to make predictions about the girl – her name, job, likes etc.

Task 1 – Reading (10 mins)

- Hand out the **Text 1** from **Page 2** or display it on an interactive whiteboard.
- Read the text to the class with the students following while you read.
- Ask the class or individuals if their predictions in the warmer were correct.
- Focus on individual words and elicit meaning as needed.
- Encourage the whole class to read the text aloud together.
- Put the students into pairs and tell them to read the text aloud together.

Task 2 – Text reconstruction (10 mins)

- Hand out the pre-cut sentence cards from **Task 2** from **Page 2**, to each pair.
- Ask the students to put the sentences in order to reconstruct the text and check their version against the original.
- Tell students to cut the sentences into individual words and again reconstruct the text and check against the original.

Differentiation

Stronger students can work individually and weaker students with the support of a partner. When reordering individual words, you could give weaker students one sentence at a time and stronger students the whole text.
Very low level students can complete this task with the original text in front of them as a guide.

Tasks 3a and 3b – Exercises for stronger students (10 mins)

- Hand out **Page 3** to the stronger students.
- Ask the students with stronger literacy to complete **Tasks 3a and 3b** in pairs or individually and check their answers with the original text.
- Monitor to ensure the students understand the tasks so you are now able to work with lower level students who need more support.

Task 3 alternative – *ch*, *sh* and *th* work for weaker students (10 mins)

- Hand out **Page 4** to the weaker students and elicit the words represented by the pictures.
- Elicit the sounds represented by the letters at the top of the sheet.
- Elicit the words again, drawing the students' attention to the initial sound, and ask them to point to the letters they think represents this sound.
- Ask the students to add the missing initial letters to the words.
- Tell the students to find and highlight the words in the text in **Task 1**.

Task 4 – Consolidation activities (approx. 15 mins)

Using the double-sided cards from **Pages 5 and 6**, choose from the following the activities which will be useful for your students, either individually, in pairs or in small groups:

- Picture side up, students try to remember the word.
- Picture side up, students try to spell the word on a separate piece of paper / mini whiteboard and check with the other side.
- Word side up, students read the word and check with the picture.
- Picture side up, students group together the cards with the same initial sounds, and check with the other side.
- With one set word side up and another set picture side up, match words and pictures, and check with the other side.

Cooler – Vocabulary revision game (10 mins)

- Split the class into two teams. One student from Team 1 sits with their back to the board.
- Write a word on the board behind them along with a quick sketch if necessary.
- Team 1 describes the word until the student with their back to the board says the word. Team 2 is not allowed to answer at this point. If the student guesses the word the team gets a point.
- Repeat with Team 2 and a different word.
- Continue until every student has had a turn and a winning team is established.

Extension activities / Homework

- Put students in pairs and ask them to ask each other questions about Sharon. Elicit and drill the questions first if necessary.
- Hand out **Page 7**. Teach the students the Look Say Cover Write Check spelling method and ask them to practise words from today ready for a test next lesson.
- Ask the students to bring a picture of someone they know, or someone famous from a magazine or the internet, to the next lesson, to talk and write about.