Reading texts from school

**Topic**  Primary schools
**Level:**  SfL E1/ Access 2 / CEFR A1
**Time:**  90 mins

**Aims**
- To develop learners’ reading skills in the context of reading text messages from school, in order to understand the general message and to obtain specific information
- To build learners’ vocabulary related to school life
- To teach some common verb collocations connected to school life

**Introduction**
This lesson develops learners’ ability to read and understand typical text messages that parents receive from school. Learners will identify the main idea in the messages and then read them to obtain specific information. It introduces learners to key vocabulary related to school life and through building their skills in reading such texts, it is hoped they will have the confidence to participate more fully in school life.

You will need:
Access to an interactive whiteboard or data projector to display the online module and for the text wall in the extension activity
**Worksheet 1:** one per learner

**Procedure**

**Warmer (10 minutes)**
- Ask the learners ‘Who has a mobile phone?’ ‘Who sends you texts?’ ‘What language are the texts in?’ Ask the learners to share their ideas in pairs before the whole group feed back their answers.
- Display the front slide on the whiteboard and invite a learner to read it aloud. Ask who has children and who has given their mobile number to school. Elicit from the group the things schools text parents about.
- Display the aims and objectives slide and use direct questions to concept check any key words (e.g. ‘I read a text message.’ Which word is the verb?)
- Play the information slide which sets the lesson in context.

**Task 1 – Hotspot - Introducing new vocabulary (10 minutes)**
- Divide your class into 3 teams and ask them to choose a name. Explain that this is a vocabulary game and that there are 3 short rounds. Each team will nominate a different person to go to the front and tap the correct answer. Work through slides question 1 – 3. After the 3 slides, ask a learner to write the scores so far on a piece of paper.
- To win extra points groups could be asked more questions to elicit more vocabulary from the pictures. Groups are given a minute to brainstorm and then the scorer adds points at the front for each correct answer. For e.g.
  - What clothes are in a school uniform? (tie, shirt, blazer, skirt, trousers, socks, shoes)
  - When do we wear wellies? (when it’s muddy, in the garden)
  - What happens in school assemblies? (singing, give out certificates, school plays etc)
Differentiation

- Aim to have mixed ability groupings because the question types allow for differentiated outcomes.

Task 2 – Matching - Reading for gist (5 minutes)

- Hand out worksheet 1. Ask the learners to work individually for this task. Ask them to read the text messages as quickly as possible and to match the photos with the text messages. As you get feedback you can circle the correct texts on the board.

Task 3 – Multiple choice - Reading for gist (10 minutes)

- Ask aloud the three gist questions which appear on the following 3 slides and ask the learners to put a circle around the correct answer on their worksheets. Monitor progress by checking after each question.

Which text is about all the children in the school?
Which text is just for Marie?
Which text is inviting the parents of Year 2 to come to the school?

Differentiation

- Ask stronger learners extension questions to explain why the answer is correct (use the feedback on the slides).
- Weaker learners can then scan for the key words and underline them.

Task 4 – Yes or No – Understanding specific information (20 minutes)

- Ask the learners to do the next Yes or No activity in their teams. Go through the 5 slides (question slides 7-11) and make sure that someone is keeping score.
- Follow up discussion. You might want to concept check ‘badly hurt’ and ask learners what they think happens when a child is hurt at school and what they should do. Do schools have special procedures? Do learners know where their closest A and E is? Does the school have an emergency number for them?

Differentiation

- Use differentiated questioning to check understanding. (For e.g. weaker learners could be asked the actual day of the assembly and stronger learners could be asked about the word ‘whole’ and to give another example of its use.)

Task 5 – Fill in the gap – verb collocations (10 minutes)

- Ask the learners to get back into their teams. Display question slides 12, 13 and 14 and the teams need to confer then write the answer on a card and hold it up. Monitor to ensure weaker learners get to have some thinking time and a chance to refer back to the texts if necessary.

Task 6 – Short answer - Finding synonyms (5 minutes)

- Display question slides 15 then 16, ensuring that the answer is not visible. Ask learners to work individually and to underline the 2 phrases.

Differentiation

- Weaker learners could be given prompts e.g. the number of words that they are looking for; think of a verb connected to the eyes (watch).
- Stronger learners could try this without being given the number of the text message.
Task 7 – Spellings (10 mins)
• Make 2 columns on the board and put the words Pair and Wear at the top of each one. Ask the groups to brainstorm other words with those spelling patterns. Ask the groups to swap lists to peer assess and look for others. You might want to get those learners who made mistakes to highlight the words and ask them to learn them for homework.

Cooler – Memory game and self-evaluation (10 mins)
• Display the slide with the text messages on it again. For the final chance to win points teams have to read the messages closely and try to remember as much information as possible. Hide the texts and ask the following questions. Groups confer and then write their answers on a piece of paper to hold up.

When did Olive bump her head? (lunchtime)
What is the date of the assembly? (4th July)
What time is the whole school walk? (10:00 am)

Ask a learner to count up the points and announce the overall winners.

• Display the final screen with the self-evaluation survey and ask learners to use this to record their progress in the class in their learning records.

Extension
Use the following link to allow the learners to send text messages to the screen in your class:
Ask the learners to text the number with a question to the school in response to one of the texts e.g.
What time does the assembly finish?

Homework
• Ask the learners to send a partner a text message arranging to meet with a time and a place and with one instruction. In the next class they have to ask their partner one question to see if they’ve understood correctly.