1. Dr Seuss´s ABC

**USE BOOKS TO WORK WITH PHONICS**

This year I am teaching English in year 1. My students started with Jolly Phonics in February and I am still introducing the last sounds.

I am planning to use the book “Dr. Seuss’s ABC” for my next class.

I am not teaching the alphabet so we can focus on the sounds. I am presenting the X sound in my next class and I think it would be a good activity to display the page of the book with the X sound. I can read it first, since there are some tricky words they don’t know yet and then they can read it too. They can also highlight the X on the smartboard or if I give them a copy they can do it on the copy and then stick it on their notebooks.

Another activity can be thinking of other words with the X sound. If they think of other words we can create another short story or poem and they can draw a picture to go with it.

I have observed that children read better than they write. They are able to read oo, ai, oa, ie without mistakes, but when I dictate words for them to write at their mini whiteboards they make mistakes with these sounds. From time to time they can also copy some of these poems on their notebooks. Although at this stage they are very slow at copying!

I like all Dr. Seuss rhyming books but maybe for year 1 that is the easiest one.

2. Winnie the Witch

3. The Gruffalo Story

**(Year 5)**

**Session 1:**

Activity 1: We attract the attention of the pupils.

                   "We are going to talk about a monster: Gruffalo"

                   Brainstorming - How do you think is the monster?

                   They describe it phisically.

Activity 2: Draw your imaginary Gruffalo

Activity 3: Explain to the rest of the class your own monster using different adjectives.

**Session 2:**

Activity 1: We watch the video

                   "The Gruffalo clips compilation"

Activity 2: We present the book, we read it all together.

Activity 3: We create some pictures to sequence the story. They do the pictures in groups.

**Session 3:**

Activity 1: Look for the following sounds and write words used in the story.

                    Ex: /oo/ - good, wood

                          /ou/ - mouse, house

Activity 2: Look for rhymes.

                    Ex: claws, jaws

                          toes, nose

Activity 3: Describe the characters in the story:

                   Gruffalo, mouse, fox, frog, owl, snake.

                    They do it in groups and they present them to the whole class.

**Session 4:**

Activity 1: "The Gruffalo song"

                    We sing it out loud and we represent it acting.

Activity 2: Look for CVC words

                   Ex: fox, his, her, till

Activity 3: How do the characters feel when...?

                   We provide some situations and they have to explain how the characters feel.

**Final Session:**

                 "Collaborative project"

                 They have to create a lapbook with the story.

                 Each sequence in each lap.

4. Winnie the Witch

The following didactic unit is geared towards year 1 students. At the beginning of each lesson, some routine songs will be carried out. Are the following: Hello, How do you feel today? Days of the week, Season, Weather. Each lesson lasts 55 minutes.

**Day 1:**

* Routine songs
* Literacy: the book will be hidden in a bag and the teacher will elicit what the story is about. Then, the story will be read entirely by the teacher.
* Phonics: the teacher will propose this game to the kids. When they hear a different sound, they will put up a ‘stop’ signal. The teacher will point to the drawing as well for them to comprehend the meaning of the words.
* Literary: song <https://www.youtube.com/watch?v=xXuJ1TsfPw0>. Following the TPR methodology, kids will copy the gestures and actions that the teacher does. Children can also come up with ideas as to how to move.

**Day 2:**

* Routine songs
* Literacy: the book will be hidden in a bag and the teacher will elicit what the story is about. Then, the story will be read but the teacher will elicit some of the objects or animals they appear.
* Arts and craft: children will make a hat. They will decorate it with tissue paper crunched up

**Day 3:**

* Routine songs
* Phonics & literacy: the teacher will elicit words with the sound we are working on: /a/ when reading the story. Ie: The witch has got a.......(and she points to the cat/hat/
* Game & phonics: matching pairs game. In groups, students play this matching pairs game with the drawings of the characters and items that appear in the story. On a second round, there will be a pile of cards with things that have the same sound /a/. When getting a pair, they will take a card of this pile and they will keep it if they have the sound /a/. This game will be played first of all in big group.

**Day 4:**

* Routine songs
* Science: we will carried out the following experiment (has been copied from this website https://sciencebob.com/blobs-in-a-bottle-2/): bubbling magic potion

Materials:

* A clean jar
* 3/4 cup of water
* Vegetable Oil
* Fizzing tablets
* Food colouring

What to do:

* Pour the water into the bottle.
* Use a measuring cup or funnel to slowly pour the vegetable oil into the bottle until it’s almost full. You may have to wait a few minutes for the oil and water separate.
* Add 10 drops of red food colouring to the bottle. The drops will pass through the oil and then mix with the water below.
* Break a seltzer tablet in half and drop the half tablet into the bottle. Watch it sink to the bottom and let the blobby greatness begin!
* To keep the effect going, just add another tablet piece. For a true lava lamp effect, shine a flashlight through the bottom of the bottle.

Before starting the experiment, the teacher will tell the children they have to learn a spell. It will have words that rhyme with the sound /a/. Before throwing the tablet, the spell will be said & then, the tablet will be thrown into the jar to make bubbles.

5. ‘One Fish, Two Fish, Red Fish, Blue Fish, by Dr. Seuss

PHONICS:

* rhyming words: sad, glad, bad…
* tricky words: they can underline the tricky words they find.
* They circle the words with ‘a’ and ‘u’. I tell them one, if it has ‘a’ they put their hands up. If it has ‘u’, they put their arms crossed. Then, we read the words.
* Initial sound: ‘h’
* Some cards with pictures (sun, fish, man, hat…) and others with the names and they must match the picture with the name.
* We review ‘u long’ and ‘u short’ such as book or moon. Pupils must say as many words as possible which have ‘u long’ or ‘u short’ and they classify them.
* Cvc words: they can make a circle with a color. Then, I tell them and they must write them.

LITERACY:

* Grammar: present simple. They write some sentences with the verbs they find.
* Adjectives
* Opposites: glad /sad

SCIENCE:

* Animals (description).
* Healthy habits: comb their hair, ride a bicycle…

ART:

* Make a fish with paper plate and cardboard.

6. Room on the Broom

**DIDACTIC UNIT (YEAR 3 OR 4)**

**CLASS 1**

* Explain and give examples of rhyming words.
* Read the audio book on Youtube of **Room on the Broom**.
* Give groups of three students laminated cards of all the rhyming words that are in the story and ask them to match them together. (Some word endings maybe different ‘shriek/beak’ or ‘cried/inside’).

**CLASS 2**

* Phonics – Jolly Phonics actions for **long and short OO** sound (cuckoo). All pupils stand up and do the action. Can they hear the difference between long and short OO??
* Watch the Nessy animated version of OO sound.
* Watch Kids vs. Phonics stories **Mr. Boo** and **Can the Crook Cook?**
* Write on mini whiteboards the words that they can remember.
* Activity sheet with **long OO** vocabulary pictures dictating answers using all the Jolly Phonics sounds.
* Homework – Comprehension sheet 20 sentences gap fill that accompany the dictation vocabulary pictures activity.

**CLASS 3**

* Phonics continuation – **short 00** vocabulary pictures dictation (Note: There are less short 00 words than long OO words)
* Homework activity sheet - Classify words into two columns **long/short OO**.
* Reading – Guided reading then pair and individual reading of Ruth Miskin’s Synthetic Phonics books **TOO MUCH / A GOOD COOK**.

**CLASS 4**

* Watch BBC animated version of **Room on the Broom** (25 mins)
* Oral expression – Describe the witch, dragon, animals, feelings (witch and cat).
* Oral Comprehension – What did the witch lose 1st, 2nd, 3rd , 4th? Who found it? Where was it?
* Sequencing time.
* Story sequencing activity (Homework) – put the ten sentences into the correct order and add mini pictures to demonstrate story comprehension.

**CLASS 5**

* Make a **Room on the Broom** wand.
* Drama activity – Look at each animal and how they spoke in the video and act out the following part: “I am a \_(dog)\_\_ as \_(keen)\_\_ as can be. Is there room on the broom for a \_\_(dog)\_\_ like me?” Then using their previously made wand they act out ‘The witch tapped the broom and whoosh! They were gone.’

**CLASS 6**

* Draw a cauldron and write what each animal found with its corresponding picture, eg. ‘The dog found a bone.’
* Rewrite a simplified version of the story with other animals and what they might find or a different witch and what she might lose.
* In pairs invent a different monster. Draw a picture of it. What does it look like? Describe it orally and then write a short description to go with your picture.