

LO: Get to know their partners; get a basic idea about the topic of today's lesson.

1. Say hello to Ss; ask Ss to introduce themselves and greet each other.

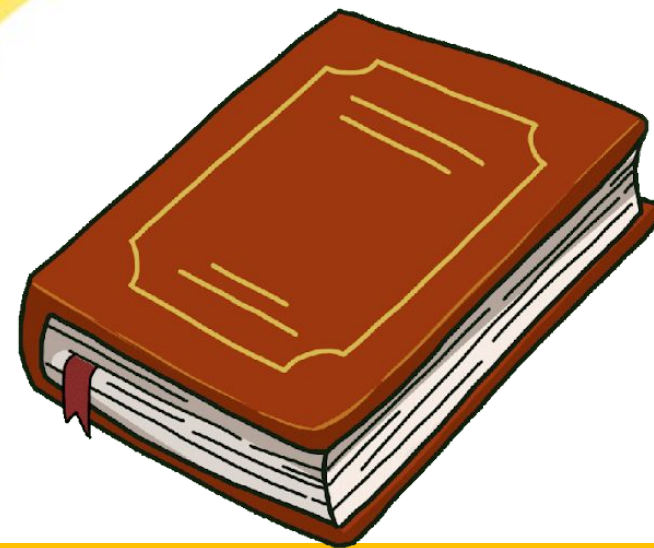
2. Introduce the topic of the lesson.

鲸鱼外教培优
WHALES' ENGLISH ELITE EDUCATION

Book Week

ORT-GKB

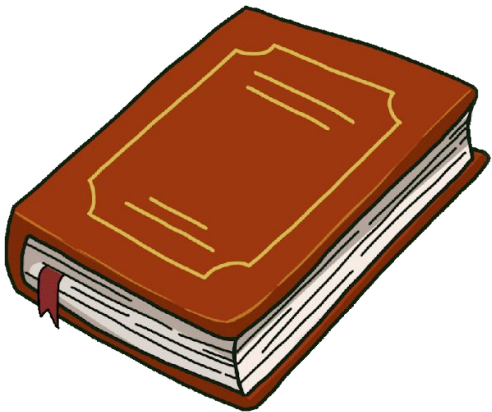
Lesson 11



Goals

 We are going to . . .

- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.
- Learn the key words *week*, *author*, *dressed up*, *picnic*, *lettuce*, and *sale*, and make sentences with them.
- Read the story *Book Week* and use context clues to understand unknown words.
- Practice using the sentence structure
_____ *dressed up as a* _____.



LO: Present the writing assigned in the last lesson.

1. Let Ss present in turns.
2. Give feedback.



Let's show!

Share your writing from last lesson
with your partner!





Let's listen and

LO: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.

1. Have Ss help the girl in the picture make a book by repeating the different word sounds.
2. Read the word *cat* to Ss in this way: c-a-t, cat; model how to identify the sounds and have Ss read with you.
3. Read the word *hut* in this way: h-u-t, hut; have Ss listen to the sounds in the word and encourage Ss to repeat the sounds they hear; click to show the word, then have Ss read with you: h-u-t, hut; Ss don't have to identify every sound in a CVC word.
4. Repeat practice with the word *mat*.



m



mat



t

What sounds can you hear in the word?





Let's listen and

h	a	t
---	---	---

LO: Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (CVC) words.

1. Have Ss help the children dress up as different characters by pronouncing the correct sounds in the following CVC words.
2. Read the word *hat* in this way: h-a-t, hat; have Ss listen to the sounds in the word and encourage Ss to repeat the sounds they hear. Click to show the word, then lead Ss to read with you: h-a-t, hat; Ss don't have to identify every sound in a CVC word.
3. Repeat practice with the words *cut* and *nut*.

C What sounds can you p like
the hear in the word? c?





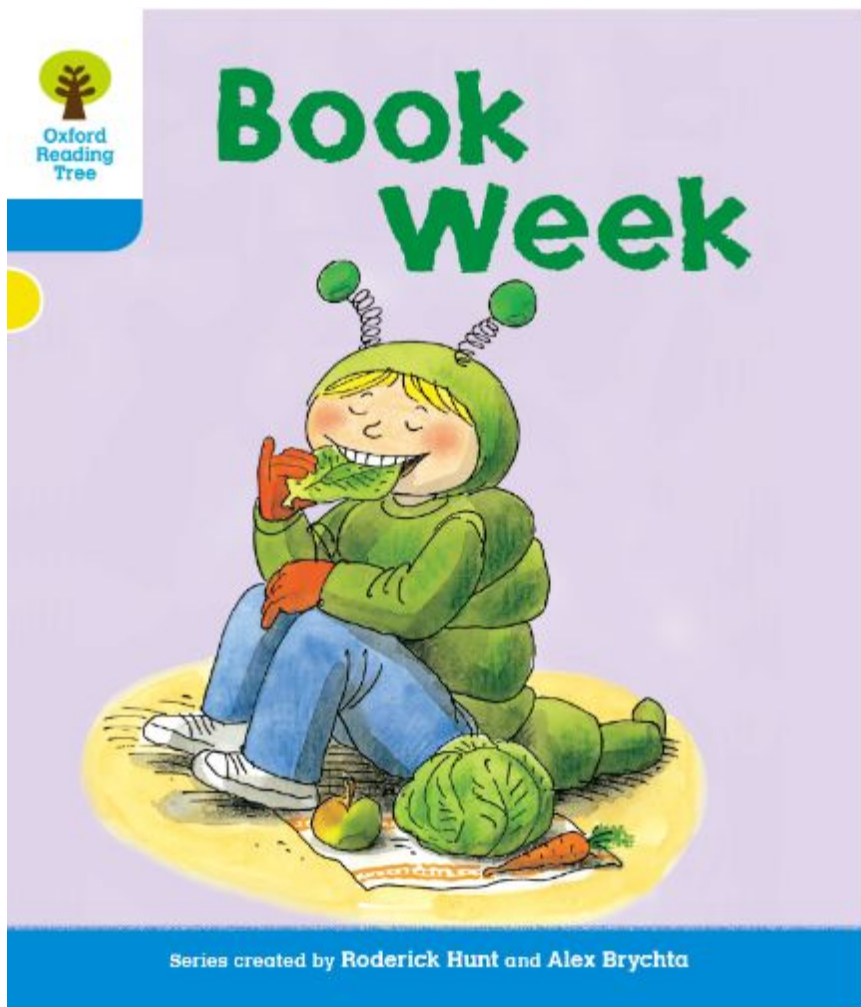
Let's chant!

LO: Read the chant fluently; decode the words learned in the text.

1. Read the chant to Ss with rhythm; let Ss observe the picture and the highlighted words.
2. Guide Ss to repeat after you; ask them to take turns reading one sentence at a time.
3. Give feedback.

I like to read on the **mat**.
The book is about a **cat** in a **hat**.
The story happened in a **hut**.
The cat wanted to eat a **nut**.
But the nut was hard to **cut**.





Written by Roderick Hunt
Illustrated by Alex Brychta

LO: Use the book cover to identify details and make predictions.

1. Guide Ss to look at the book cover closely and talk about the given questions.
2. Encourage Ss to talk more about the connections question.

Before Reading

1. What does Kipper dress up as?
2. Look at the title. What do you think the story will be about?

Connections

What is your favorite book? What is it about?



Let's predict!

LO: Make predictions about the story using the illustration; motivate Ss' interest in reading the story.

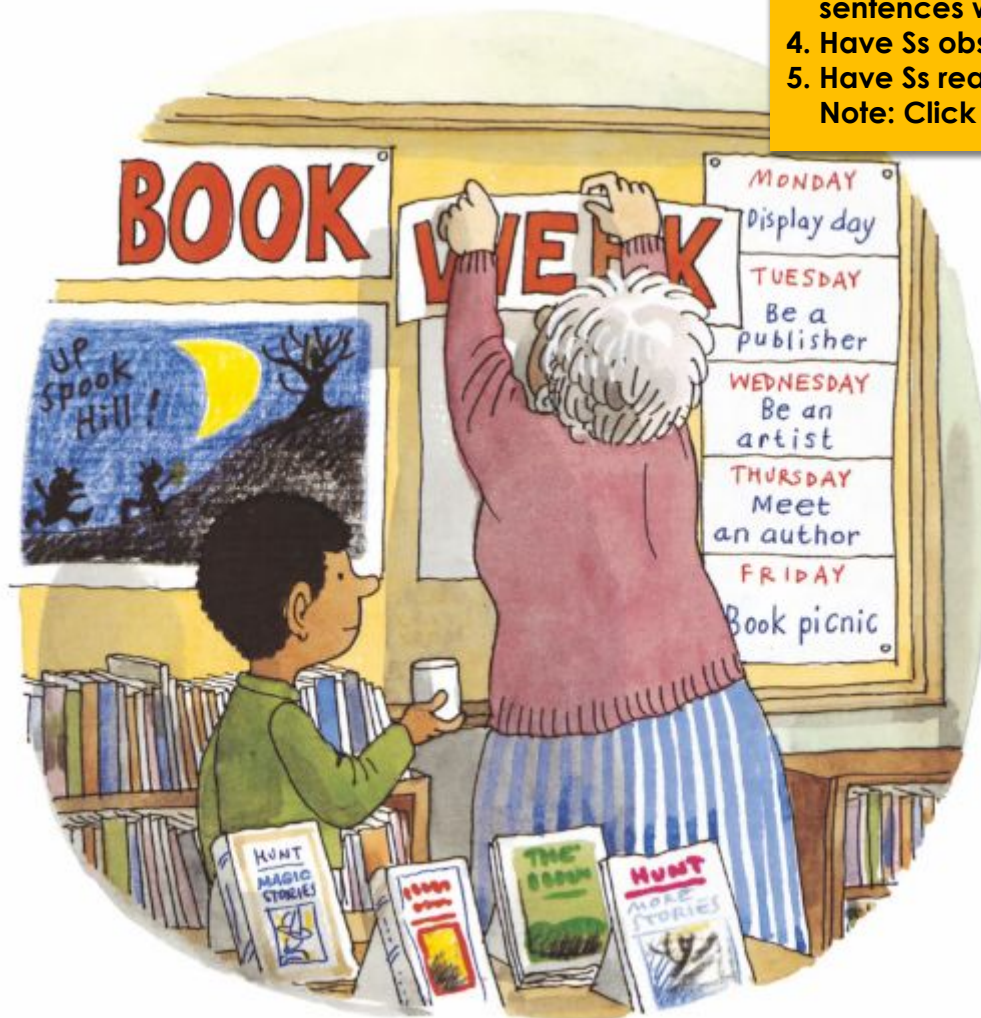
1. Guide Ss to recall what it means to predict, and ask them to make guesses prior to reading the story by looking at the pictures.
2. Guide Ss to talk about the given questions in question 2; lead Ss to model Kipper's action and to guess what happened to Kipper.



Before Reading

1. Where are the children? What are the children doing?
2. What does Kipper look like? Why is he touching his stomach?

Book Week



LO: Use context clues to understand unknown words; understand the meaning of the key vocabulary word week, and make sentences with it; understand the text; read the text fluently.

1. Read the text aloud to Ss.
2. Help Ss uncover the meaning of unknown words by observing the illustration.
3. Ask Ss to find the word week in the text and the illustration; have Ss read the word and make sentences with it.
4. Have Ss observe the illustration and talk about the comprehension questions.
5. Have Ss read the text fluently; give feedback.

Note: Click the penguin button to show the vocabulary card.

Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1						
2						
3						
4						
5						
6						
7						
8						

week

It is a timetable for
the **week**.



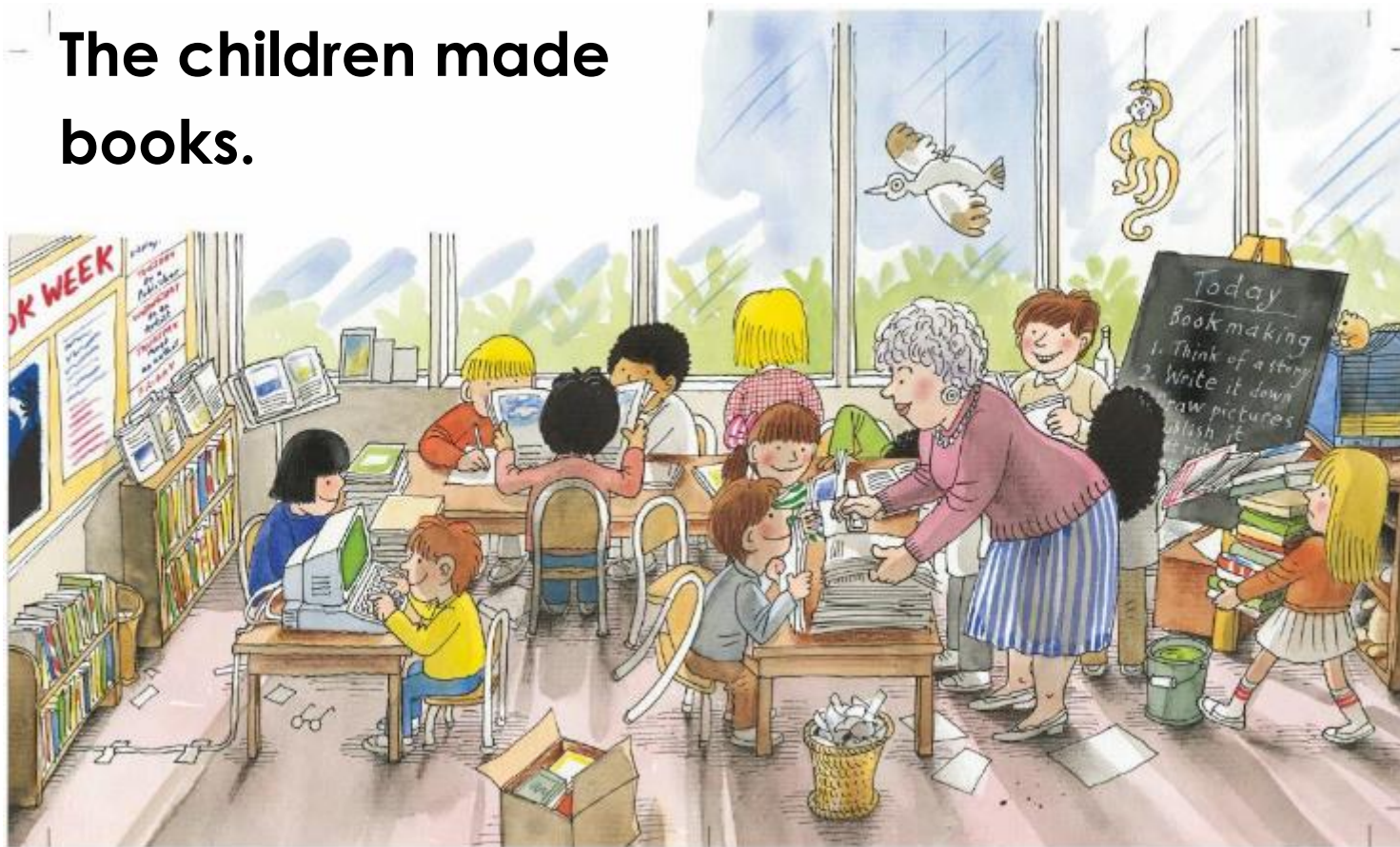
Book Week

LO: Understand the text; read the text fluently.

1. Ask Ss to read the text aloud in turns.

2. Have Ss observe the illustration and the text; talk about the comprehension questions.

The children made books.



Comprehension

What did the children do? What words in the text can give us the answer?

2. Can you guess what day it was in the book week?

Book Week

LO: Understand the text; read the text fluently.

1. Have Ss observe the illustration and talk about the comprehension questions.
2. Encourage Ss to talk more about the connections question.
3. Have Ss take turns reading the text fluently.

They made a big picture.



They put it on the wall.

Connections

Did you do similar things like the children in the story? What did you make?

their art? Look for clues in the illustration.

Decoding
Fluency

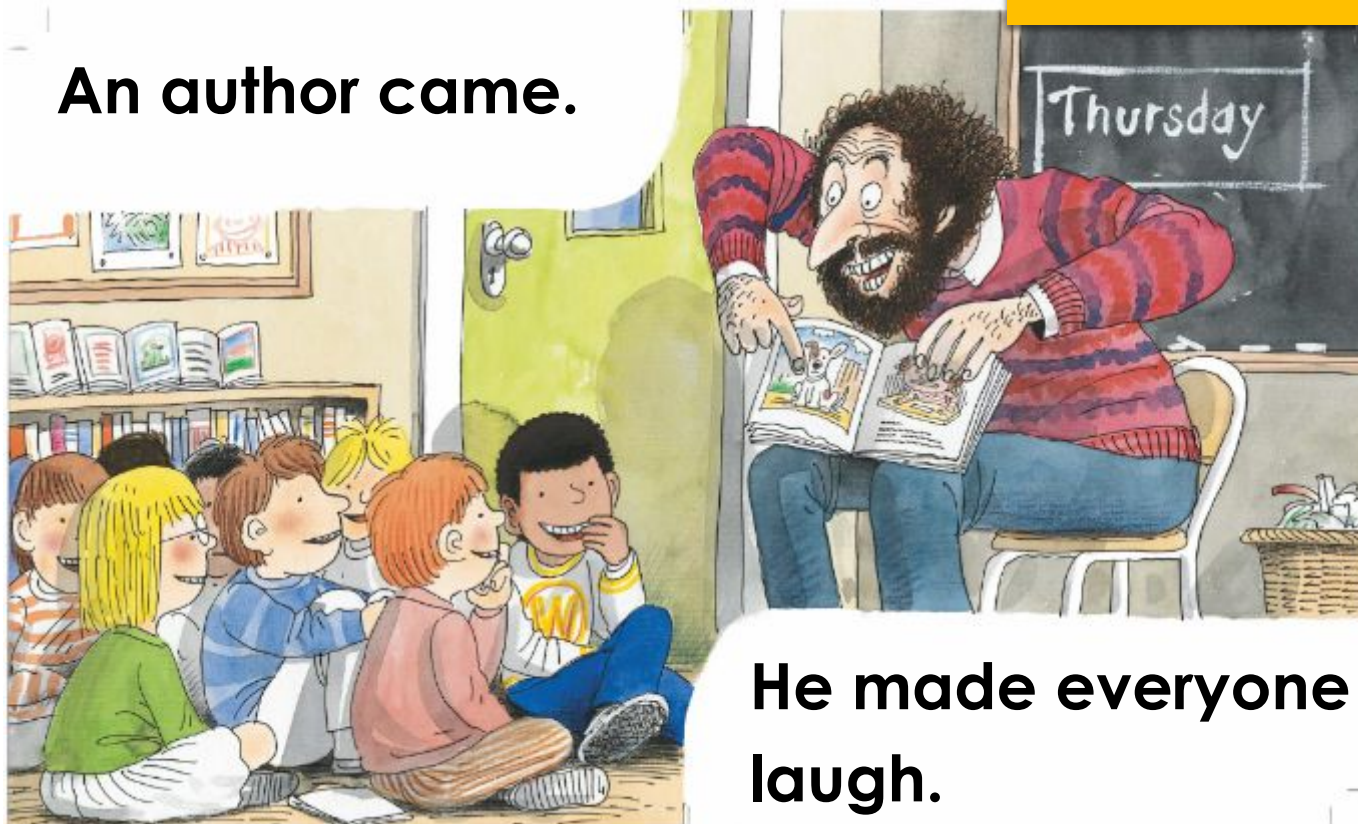
Book Week

LO: Understand the meaning of the key vocabulary word *author*, and make sentences with it; understand the text; read the text fluently.

1. Read the text aloud to Ss.
2. Ask Ss to find the word *author* in the text and in the illustration; have Ss read the word and make sentences with it.
3. Have Ss observe the illustration and talk about the comprehension questions.
4. Encourage Ss to talk more about the connections question.
5. Have Ss read the text fluently; give feedback.

Note: Click the penguin button to show the vocabulary card.

An author came.



He made everyone laugh.

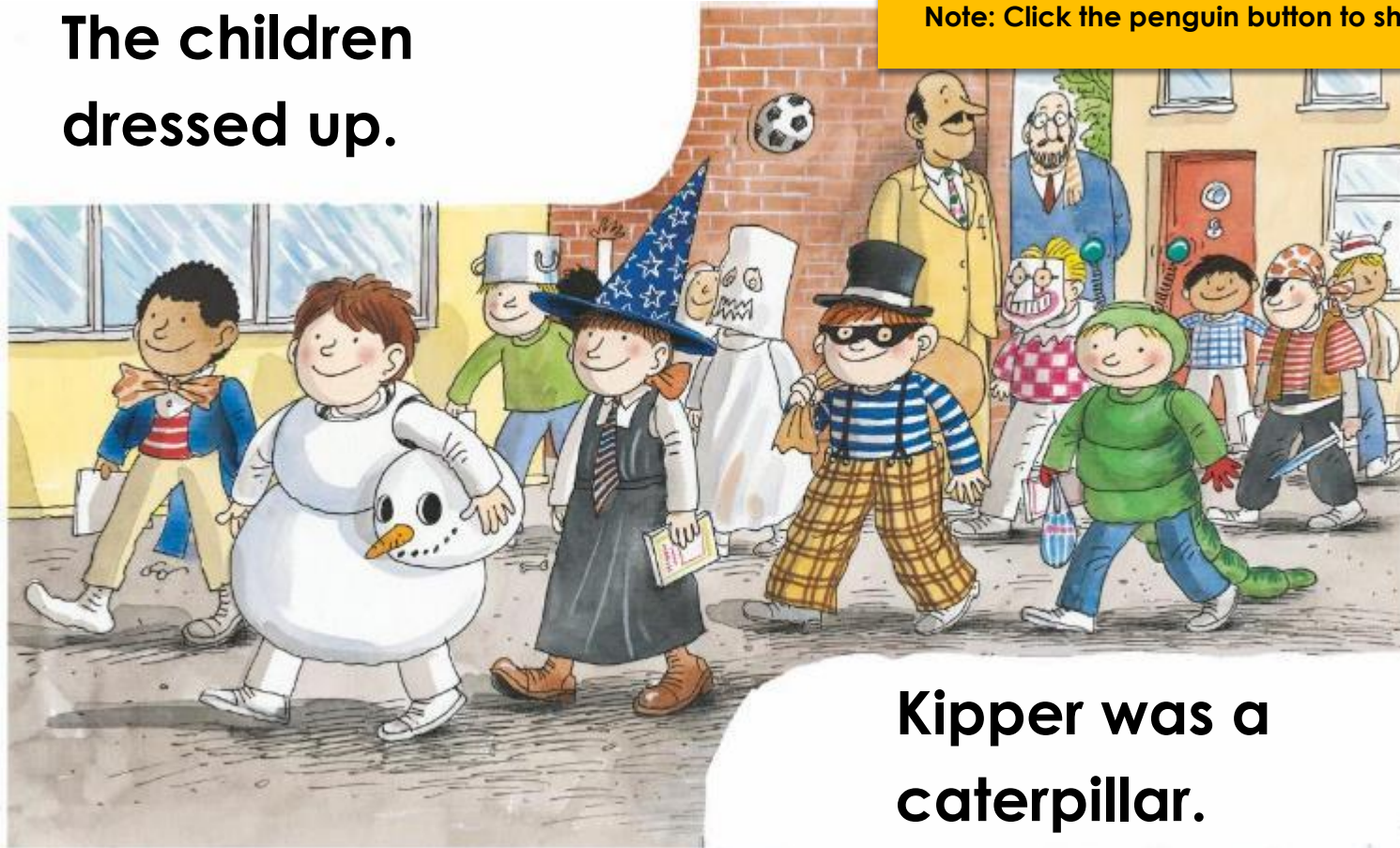


author

The **author** is writing his new book.

Book Week

The children
dressed up.



Kipper was a
caterpillar.

LO: Understand the meaning of the key vocabulary phrase *dressed up* and make sentences with it; understand the text; read the text fluently.

1. Read the text aloud to Ss.
2. Ask Ss to find *dressed up* in the text and in the illustration; have Ss read the word and make sentences with it.
3. Have Ss observe the illustration and talk about the comprehension questions.
4. Encourage Ss to talk more about the connections question.
5. Have Ss read the text fluently and give feedback.

Note: Click the penguin button to show the vocabulary card.



dressed up

The children **dressed**
up for Halloween.



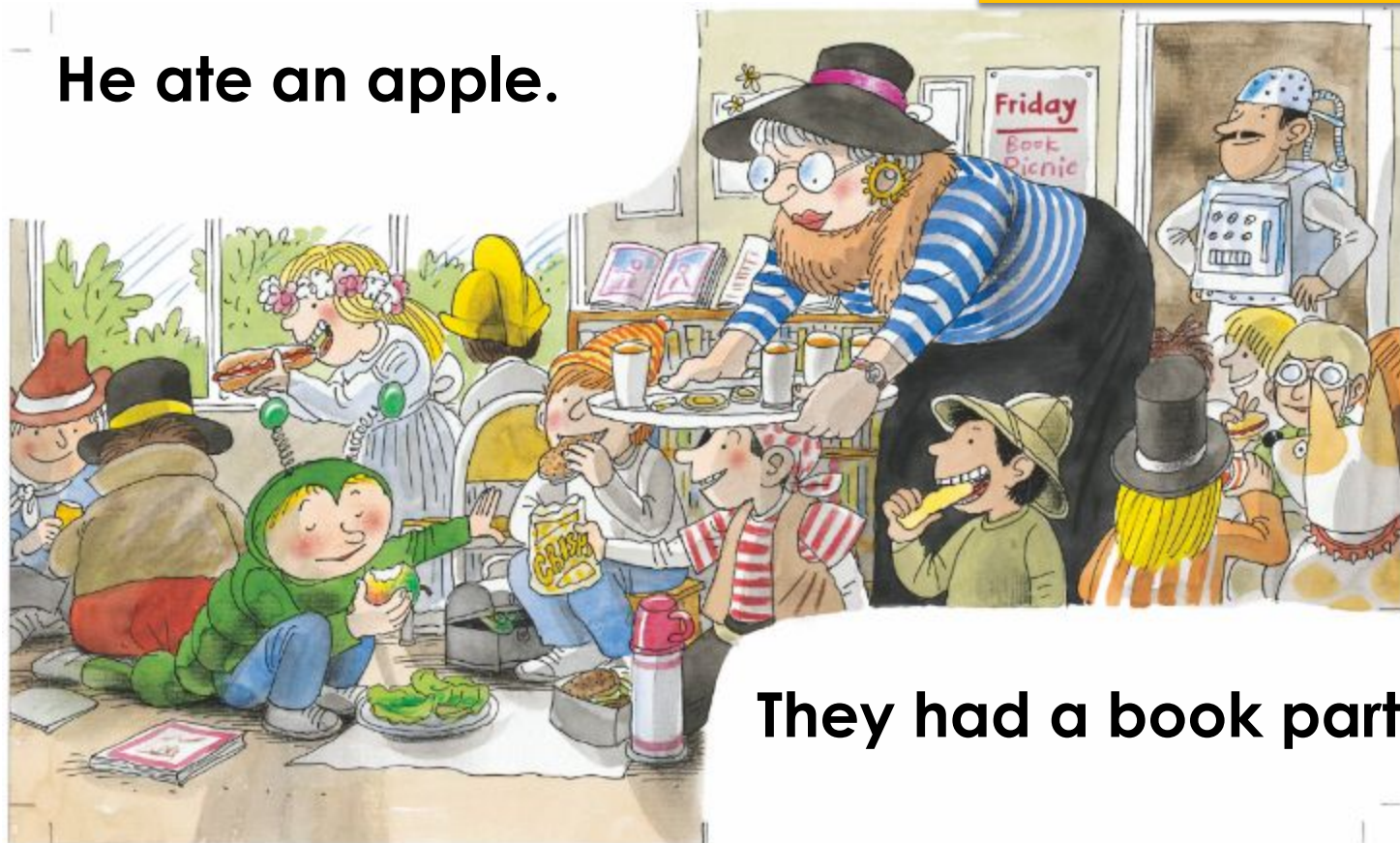
Book Week

LO: Understand the meaning of the key vocabulary word *picnic*, and make sentences with it; understand the text; read the text fluently; decode the sight word accurately.

1. Read the text aloud to Ss.
2. Ask Ss to find the sight word *ate* in the text and guide them to read it accurately.
3. Ask Ss to find *picnic* in the illustration; have Ss read the word and make sentences with it.
4. Have Ss observe the illustration and talk about the comprehension questions.
5. Have Ss read the text fluently and give feedback.

Note: Click the penguin button to show the vocabulary card.

He ate an apple.



They had a book party.



picnic

We prepared a lot of food for the picnic.

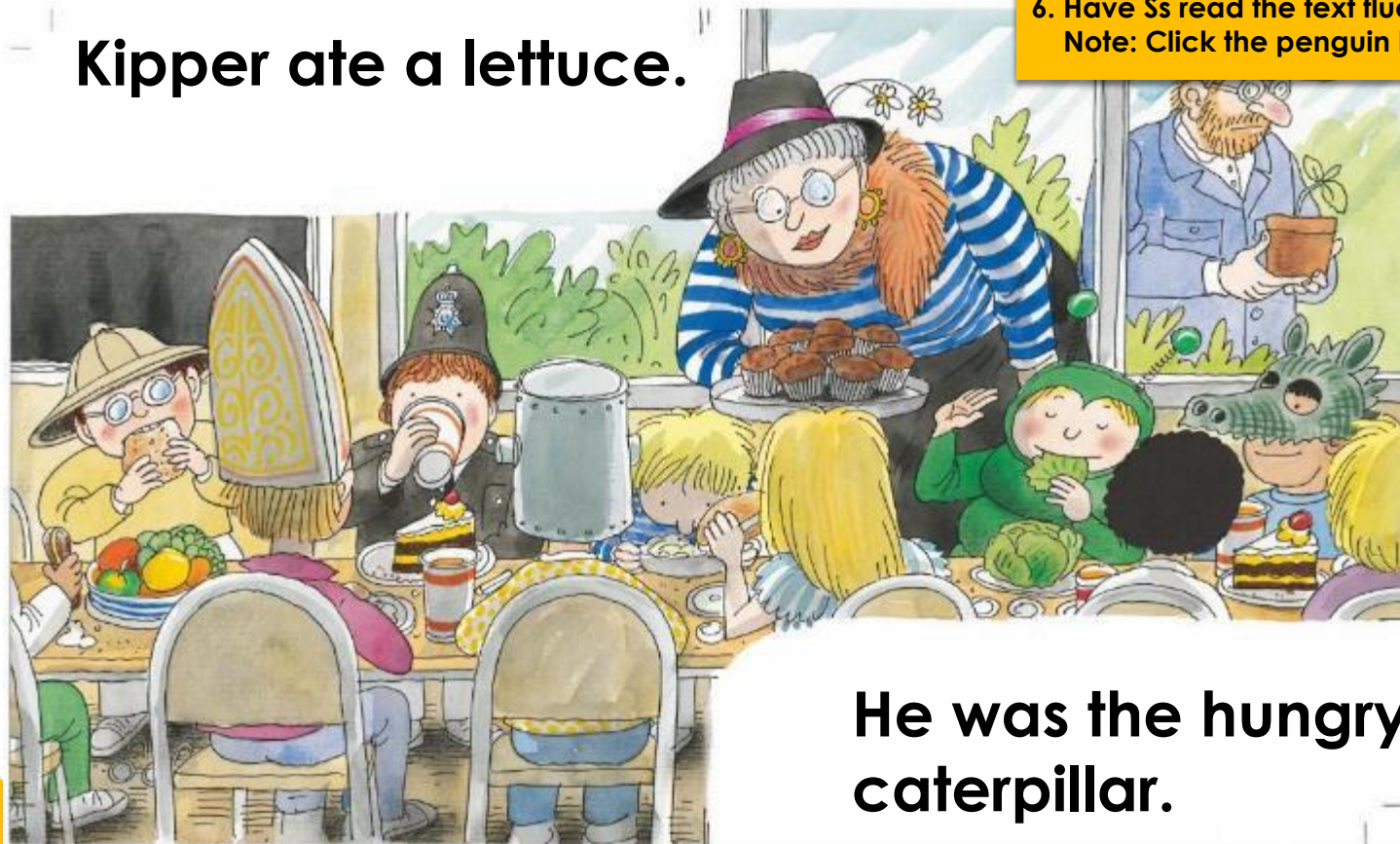
ate



picnic

Book Week

Kipper ate a lettuce.



He was the hungry caterpillar.

LO: Use context clues to understand unknown words; understand the meaning of the key vocabulary word *lettuce*, and make sentences with it; understand the text; read the text fluently; decode the sight word accurately.

1. Read the text aloud to Ss.
2. Ask Ss to find the sight word *ate* in the text and guide them to read it accurately.
3. Help Ss uncover the meaning of unknown words by observing the illustration.
4. Have Ss read the word *lettuce* and have them make sentences with it.
5. Have Ss observe the illustration and talk about the comprehension questions.
6. Have Ss read the text fluently; give feedback.

Note: Click the penguin button to show the vocabulary card.



lettuce

He is picking a
lettuce in the field.



lettuce

Book Week

LO: Understand the text; read the text fluently.

1. Ask Ss to read the text aloud in turns.
2. Have Ss observe the illustration and talk about the comprehension questions.
3. Encourage Ss to talk more about the connections question.



“I am a hungry Kipper,” he said.

Comprehension

Did Kipper call himself the caterpillar at home? What did he do? Why?

Connections

If your school had a book week, what would you do?

Decoding

Fluency



LO: Retell the story with the visual support and assistance.

1. Ask Ss to work in pairs and talk about the given questions; have them work in pairs to recall the details of the story in the correct sequence order; model first.
2. Have Ss take turns retelling the story using the visual aids.

1



1. What kind of week was it?
2. What did the children make?

2



1. What did the children do?
2. What did Kipper dress up as?

3



1. What did the children do on this day?
2. What did Kipper eat?

4



1. What activity can you see in the illustration?
2. How was Kipper? Why?



Let's review the words

LO: Check their understanding of the words in this lesson.

1. Ask Ss to take turns reading the words aloud using the pictures for reference.
2. Click to show the answers.



author



picnic



lettuce



sale



dressed up





Let's talk!

LO: Talk about what everyone dressed up as in the story using the given sentence structure.
1. Have Ss work in pairs to talk about the given illustration using the sentence structure and helping words; model first.
2. Assist Ss if necessary.

Kipper, Chip, Biff, Wilf . . .

- What did _____ dress up as?
- _____ dressed up as a _____.

Helping Words

- snowman
- caterpillar
- witch
- pirate
- ghost



LO: Talk about what you want to dress up as using the given sentence structure.

1. Ask Ss to talk about what they want to dress up as; encourage them to speak more.

2. Ask Ss to work in pairs to talk about the given picture using the given sentence structure; each S has at least three chances to talk; model first.

3. Assist Ss if necessary.

Notes: T can click *Let's Talk* to present the sentence structure, and T can click it again to make it disappear.

—What do you want to dress up as?

—I want to dress up as a _____.

fairy clown prince



LO: Talk about the topic: what can you do to be a good reader?

1. Ask Ss to think about the given question; model first.
2. Guide Ss to talk about the question with the help of the given pictures. Encourage Ss to talk more about the topic.

What can you do to be a good reader?



learn to take notes



read a book with your friend

LO: Talk about what the children did during the book week using the given support.






1. Guide Ss to talk about what they've learned about the book week.
2. Ask Ss to think about the given questions; help Ss to organize ideas with the given visual support; model the first question, and then ask Ss to complete the task in turns.

Get ready to present!



Talk about what the children did in the book week.

Book Week

Monday	Tuesday	Wednesday	Thursday	Friday
				
Display Day	Be a Publisher	Be an Artist	Meet an Author	Book Picnic

LO: Understand the homework assignment.

1. Explain the writing task to Ss and check their understanding.
2. Tell Ss that they should finish their writing before next class; make sure they know to upload their homework to the platform; they will present their homework next class.
3. Remind Ss to watch the post-class video and finish the writing task.



Let's draw and write!

A Journal Entry

Let's write a journal entry!

Directions:

1. Draw a picture of the character you would want to dress up as at a book party.
2. Write at least three sentences to describe the character.



1:30

Watch the post-class video about the writing task.



LO: Review today's lesson.

1. Guide Ss to review the phonics by asking Ss to read the words aloud.
2. Guide Ss to review the words by inviting Ss to read and explain some of the words.
3. Guide Ss to review the sentence structure by asking each S to make sentences with it.

Let's review:

Phonics:

mat/hat/cat/hut/
nut/cut

Sentence Structure:

_____ dressed up as
_____.

Vocabulary:

week/author/dressed
up/picnic/lettuce/
sale

LO: End the lesson and encourage Ss to perform better in the next class.

1. Briefly comment on Ss.
2. Say goodbye to students.
3. Ask Ss to preview the next lesson.

See you next time!

