

Story Extension Activities for EFL Phonics 1

EFL Phonics provides fun and engaging stories and chants in each unit. The phonics stories in the EFL Phonics series are specifically written for young learners of phonics. The stories allow students to apply the phonics rules in the context of a story and focus on the target sounds. The texts are thoughtfully designed for the students by providing them with simple and short sentence structures, repetitiveness, and a limited number of words. The stories also include sight words, which are high frequency words that students are encouraged to memorize so they can quickly be recognized in text. By combining target sounds and sight words, phonics stories allow students to better understand phonics and put them on the right track towards successful reading.

The stories found in the EFL phonics series are comprised of playful storylines and captivating illustrations. Through these engaging and carefully designed stories, students will improve their reading skills and obtain a feeling of success while also having fun.

• Tips When Teaching Phonics Stories

When teaching phonics stories, it is important for teachers to understand that they should focus on application of the phonics skills, not on the translation. The aim of teaching phonics stories is to have students gain exposure to longer texts allowing them to improve their phonics and reading skills. Here are some helpful suggestions for teaching the phonics stories:

- **Use audio aids.** The audio allows students to better understand the story and to be exposed to natural pronunciation from an English-speaking voice actor.
- **Do not translate the sentences. Use pictures instead.** Stories are provided with matching illustrations. Make sure that students build connections between the words and the pictures in the story.

- **Use chants or songs.** Have students read the sentences with rhythm. It will allow students to memorize the sounds of the words and the sentence structures more efficiently.

The extension activities below are designed to be used as after-reading activities. However, feel free to use them at anytime you find appropriate.

NOTE In the EFL Phonics series, the **sight words** used in each story are listed on the bottom of every unit's story page and the **target words** are colored in red in each story.



Activity 1

► Objective

To allow students to become more familiar with the sight words.

► Instructions

- ① Call out a sight word from the list at the bottom of the page.
- ② Ask students to point or circle the word in the story.

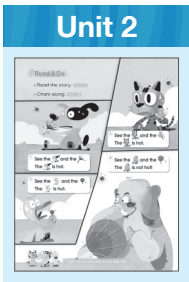
Activity 2

► Objective

To allow students to become more familiar with the unit's target words in context.

► Instructions

- ① Draw a picture of an alligator on the board.
- ② Have one student come to the board.
- ③ Say a sentence with the target word and ask the student to draw the word in the alligator.
Ex. Teacher: The apple is in the alligator.
- ④ Repeat with a new target word.



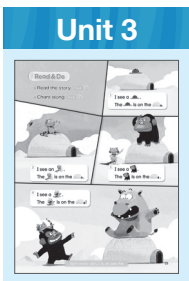
Activity 1

- ▶ **Objective**
To allow students to become more familiar with the sight words.

- ▶ **Instructions**
 - ① Tell your students to look at the sight words at the bottom of the page.
 - ② Shout out a sight word and ask students to count how many times it's in the story.
Ex. Teacher: See.
Students: Four times!
 - ③ Repeat with a new sight word.

Activity 2

- ▶ **Objective**
To improve students' listening and reading skills.
- ▶ **Instructions**
 - ① Make correct/incorrect sentences and read them out loud.
 - ② Have students listen and say "Yes" if the sentence matches with the picture and "No" if not.
 - ③ If the answer is "No," ask students to correct the sentence.
Ex. Teacher: The elephant is hot!
Students: No! The elephant is not hot.



Activity 1

- ▶ **Objective**
To allow students to become more familiar with the sight words.

- ▶ **Instructions**
 - ① Choose at least two sight words and assign different actions for them.
Ex. For 'I,' point to yourself.
For 'is,' clap your hands.
 - ② While listening, tell students they must do the action when they hear the sight words.

Activity 2

- ▶ **Objective**
To allow students to become more familiar with the unit's target words in context.
- ▶ **Instructions**
 - ① Tell students to close their books and have their Unit 3 flashcards ready.
 - ② Listen to the story. Tell students when they hear a target word, they must hold up the correct flashcard.



Activity 1

- ▶ **Objective**
To allow students to become more familiar with the sight words.

- ▶ **Instructions**
 - ① Choose a sight word.
 - ② Listen to the story. Tell students when they hear the word, they must clap their hands once.
 - ③ While listening, have students close their books to focus on listening.
NOTE Make it a game by repeating the activity and adding more sight words. Watch to see which students are the fastest.

Activity 2

- ▶ **Objective**
To improve students' reading fluency.
- ▶ **Instructions**
 - ① After listening to the story, put the students into pairs.
 - ② One student will read first. The other student will time.
 - ③ When finished, have students switch roles. Then, record times.
 - ④ Repeat to allow students to improve their times.
NOTE Students should focus on improving their reading speed, but also make sure they're reading in a clear fashion.

Unit 5



Activity 1

- ▶ **Objective**
To allow students to become more familiar with the sight words.

- ▶ **Instructions**

- ① After listening to the story, have two students go to the board.
- ② Write the sight words on the board.
- ③ Shout out a sight word and have the students race to point to the correct word first.

NOTE Turn it into a game by putting the students into teams.

Activity 2

- ▶ **Objective**

To improve students' reading fluency.

- ▶ **Instructions**

- ① Put students into reading pairs.
- ② Tell them they will take turns reading the story to each other three times.
- ③ The first time, they will have 40 seconds to read the story, then 30 seconds, and finally 20 seconds.

NOTE Feel free to modify the times so they are more suitable for your class.

Unit 6



Activity 1

- ▶ **Objective**
To allow students to become more familiar with the sight words.

- ▶ **Instructions**

- ① Choose at least two sight words and assign different actions for them.
Ex. For 'a,' point up.
For 'has,' point down.
- ② While listening, tell students they must do the actions when they hear the sight words.

Activity 2

- ▶ **Objective**

To allow students to become more familiar with the unit's target words in context.

- ▶ **Instructions**

- ① Put students into pairs.
- ② Tell students to have their Unit 6 flashcards ready.
- ③ Have students sit facing each other with the flashcards spread out between them with the picture side facing up.
- ④ Read the story to the students. At random, skip a target word and pause. Students should quickly find and hold up the missing word's flashcard.

Unit 7



Activity 1

- ▶ **Objective**

To improve students' reading and listening accuracy as well as sight word recognition

- ▶ **Instructions**

- ① Read the story to the students.
- ② Tell them to circle any sight words you say incorrectly.
- ③ As you read, randomly substitute new words.
Ex. Teacher: I see the top.
The top is in the sock.
Students: [circling a and on in their book]
- ④ Have students correct the sentences and read them out loud.

Activity 2

- ▶ **Objective**

To allow students to become more familiar with the unit's target words in context.

- ▶ **Instructions**

- ① Tell students to have their Unit 7 flashcards ready.
- ② Read the story to the students but pause and skip over the target words.
- ③ Have students hold up the correct flashcard for the missing target word and say the sentence.
Ex. Teacher: The top is on the [mmm].
Students: [holding up the sock card]
The top is on the sock.

Unit 8



Activity 1

► **Objective**

To allow students to become more familiar with the sight words.

► **Instructions**

- ① Choose a sight word.
- ② Listen to the story. Tell students when they hear the word, they must stand up.
- ③ While listening, have students close their books to focus on listening.

NOTE Make it a game by repeating the activity and adding more sight words. Watch to see which students are the fastest.

Activity 2

► **Objective**

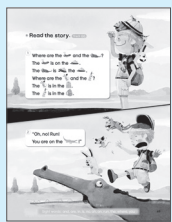
To improve students' reading fluency.

► **Instructions**

- ① After listening to the story, put the students into pairs.
- ② One student will read first. The other student will time.
- ③ When finished, have students switch roles. Then, record times.
- ④ Repeat to allow students to improve their times.

NOTE Students should focus on improving their reading speed, but also make sure they're reading in a clear fashion.

Challenge



Activity 1

► **Objective**

To allow students to become more familiar with the sight words.

► **Instructions**

- ① Read and listen to the story together as a class.
- ② When finished, write the sight words on the board.
- ③ Tell students to close their eyes. Erase one sight word.
- ④ Ask students to try and remember what the missing sight word is.

Activity 2

► **Objective**

To allow students to become more familiar with the target words in context.

► **Instructions**

- ① Draw a picture of an alligator, a hat, a bag, and a vest.
- ② Have one student go to the board.
- ③ Say a sentence with a target word and ask the student to draw a picture of the word in the correct location.
Ex. Teacher: The ant is on the hat.
- ④ Repeat with a new target word.