

# Story Extension Activities for EFL Phonics 2

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 Have students draw/write *man*, *hat*, *pan*, *cat*, and *can* on five separate pieces of paper.
- ② Have students listen to the story.
- ③ When they hear a target word, tell them to hold up the correct piece of paper.

**NOTE** Depending on the level of your students, you may want to pause after each sentence when playing the audio CD.

## Unit 2



### 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: My.  
Students: Seven times!
- ③ Repeat with a new sight word.

### Activity 2

- ▶ **Objective**

To improve students' reading fluency.

- ▶ **Instructions**

- ① Pair up students.
- ② Ask students to take turns reading to each other.
- ③ Have students read the entire story to their partner or they can do it sentence by sentence.  
**NOTE** Encourage students to use emotion or acting while reading.

## Unit 3



### 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 'let's,' clap your hands once.  
For 'not,' shake your right hand.
- 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 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.

## Unit 4



### Activity 1

- ▶ **Objective**

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

- ▶ **Instructions**

- ① Have students prepare six word cards by writing one sight word on each of them.
- ② Pair up students.
- ③ Tell them to mix their two sets of word cards together. Then lay them face down on a table.
- ④ Have students take turns choosing two cards.
- ⑤ When cards match, student takes the cards.
- ⑥ Continue the game until all the cards are played.  
**NOTE** Encourage students to say the words out loud when they flip the cards.

### 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 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: Has.  
Students: Three times!
- ③ Repeat with a new sight word.

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

► **Instructions**

- ① Write down the sight words on separate pieces of paper. Make two sets.
- ② Choose a sight word from each set, and show them to the students.
- ③ Ask them if they match. Students should quickly say "Yes" or "No."
- ④ Have students read the two words out loud.

**NOTE** This can be done as a class or as teams. In teams, have students face off against each other in pairs to win points for their team.

### Activity 2

► **Objective**

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

► **Instructions**

- ① After listening to the story, have students close their books.
- ② Read the story again to the students. Instead of saying the target words, pause and hold up the matching flashcard showing the picture side.
- ③ Students have to say the correct target word.

**NOTE** Switch between having students answer as a class and individually.

## 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 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 and listening accuracy.

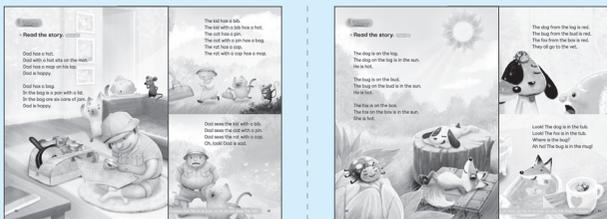
#### ► Instructions

- 1 Read the story to the students.
- 2 Tell them to circle any words you say incorrectly.
- 3 As you read, randomly substitute new words. Ask students to read out the correct sentence.

Ex. Teacher: The kids have a bun and a sun.

Students: [circling nut in their book] The kids have a bun and a nut.

## Review 1 and 2



### Activity 1

#### ► Objective

To improve students' reading and listening accuracy.

#### ► Instructions

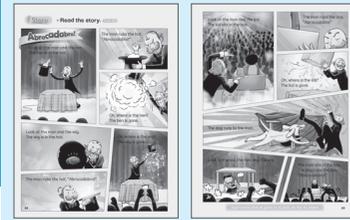
- 1 Choose a sentence from the story and read it out loud to the students.

- 2 Tell students to find and point to the sentence in the story.

Ex. Teacher: The dog is [pause] in the tub.

**NOTE** By giving a pause, you give students a chance to quickly scan the story.

## Challenge



### Activity 1

#### ► Objective

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

#### ► Instructions

- 1 Have your students make a 3 x 3 table for their Bingo cards.
- 2 Tell students to fill in the squares with the sight words.
- 3 Call out sight words. Have students cross them off when they hear them.
- 4 The first student to make a line wins.

### Activity 2

#### ► Objective

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

#### ► Instructions

- 1 Draw a magician's hat and a box on the board.
- 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 wig is in the hat.
- 4 Repeat with a new target word.