

Story Extension Activities for EFL Phonics 4

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 Choose two sight words.
- ② Listen to the story. Tell students when they hear the words, they must clap their hands once or twice.
Ex. For 'the,' clap once.
For 'brings,' clap twice.

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

► Instructions

- ① Tell students to have their Unit 1 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 dog is [mmm].
Students: [holding up the black card] The dog is black.

Unit 2



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 and change the order of two sight words.
 - ④ Ask students to find out which words were switched.

Activity 2

- ▶ **Objective**
To improve students' listening and reading skills.
- ▶ **Instructions**
 - ① Make correct/incorrect sentences from each scene 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. (Scene 2)
Teacher: The frog is behind the crab.
Students: No! The frog is behind the crane.

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 'the,' nod your head.
For 'gone,' clap your hands.
 - ② While listening, tell students they must do the actions when they hear the sight words.

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 4



Activity 1

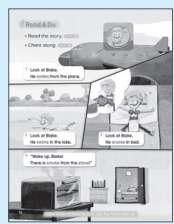
- ▶ **Objective**
To allow students to become more familiar with the sight words.

- ▶ **Instructions**
 - ① Pair up students.
 - ② Tell them they need only one book.
 - ③ Shout out a sight word and ask students to count how many times it's in the story. The first student to say the correct number gets a point.
Ex. Teacher: The.
Student: Six times!
 - ④ Repeat with a new sight word. The winner is the student with the most points.

Activity 2

- ▶ **Objective**
To allow students to become more familiar with the unit's target words in context.
- ▶ **Instructions**
 - ① Make story strips for each story box and blank out the target words.
 - ② Have students get into groups of four and give a set of story strips to each group.
 - ③ Ask students to put the strips together in the right order and fill in the blanks.
 - ④ Have students read the story out loud.

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 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: He smells in the lake.

Students: [circling *swims* in their book]

He swims in the lake.

Unit 6



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

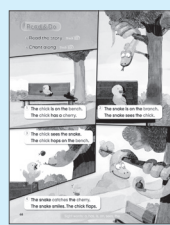
To improve students' reading fluency.

▶ 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 7



Activity 1

▶ Objective

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

▶ Instructions

- ① Read the sentences from each scene to the students. As you read, randomly substitute new words.
- ② Ask students to listen and count how many times you used the wrong word.

Ex. (Scene 1)

Teacher: The chick is in the bench.

The chick has the cherry.

Students: Two times!

- ③ Have students correct the sentences and read them out loud.

Activity 2

▶ Objective

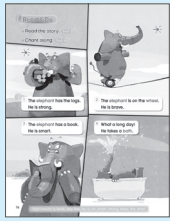
To improve students' reading fluency.

▶ 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 8



Activity 1

Objective

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

Instructions

- 1 Make sight word cards by writing each word on a separate sheet of paper.
- 2 Have students put the cards on their desks.
- 3 Read the story to students.
- 4 Tell students to point to the sight word card when they hear the word.

Activity 2

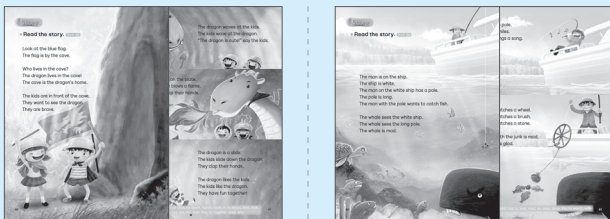
Objective

To improve students' listening accuracy and reading fluency.

Instructions

- 1 Put students into pairs.
- 2 Have one student choose a scene and read the first sentence.
- 3 Then ask the other student to read the proceeding sentence.
Ex. Student 1: The elephant has a book.
Student 2: He is smart.
- 4 Have students take turns choosing the scene and reading.

Review 1 and 2



Activity 1

Objective

To improve students' reading and listening accuracy.

Instructions

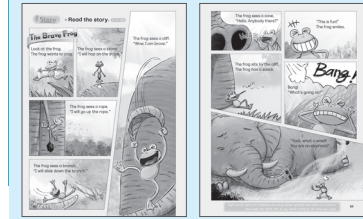
- 1 Choose a sentence from the story and read it out loud to the students.

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

Ex. Teacher: The dragon [pause] lives in the cave!

NOTE By giving a pause, you give the 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 Pair up students and tell them to choose their roles, the narrator and the frog.
- 2 Have the narrator read the story and the frog read and act out the frog's parts.
- 3 When finished, have students switch the roles.