

LESSON PLAN 3

Alice's Adventures in Wonderland



Using audio in the classroom

This lesson can be adapted to any of the chapters in the book, after the first. Here, we have used Chapter 10.

Materials: The audio recording of the chapter you have chosen, which you can download from the [Young Readers website](#).

You will also need to make a word cloud using the text from the chapter you have chosen. An example using Chapter 10 is provided with this lesson plan.

Activity 1: 5–7 minutes

Activity 2: 15–20 minutes

Activity 3: 5–6 minutes

Activity 4: 4 minutes

Activity 5: 8–12 minutes

Activity 6: 3–4 minutes

Activity 7: homework 15–20 minutes, class time 7–10 minutes

Teacher's notes

Activity 1: before reading activity

Objectives:

- ▶ to review the story so far and predict what is coming
- ▶ to create interest in what students are going to listen to
- ▶ to provide a speaking activity to contrast with the more passive skill of listening later in the lesson

Divide the class into three groups; A, B and C. As will work together, Bs together and so on. Ask students to open the book and find the **Before you begin a new chapter** heading inside the front cover. Write the heading of the chapter you are going to read on the board (e.g. Chapter 10: Just a pack of cards). Tell the As to discuss the first point under the **Before you begin** heading; the Bs should discuss the second point and the Cs the third point. Give the Bs the chapter heading and Cs the numbers of the pages with the relevant illustrations (here p. 61, p. 64 and p.66).

Note: It may be easier to create pairs of As, pairs of Bs and pairs of Cs if you have a large class.

Discuss each point as a class and write some of the Bs and Cs' predictions on the board.

Tell students to close their books.

Activity 2: vocabulary practice

Objectives:

- ▶ to use predictions to help make the listening more accessible
- ▶ to solve any vocabulary problems before listening
- ▶ to think about how to write sentences using their previous knowledge of grammar
- ▶ to work in pairs

Tell students that they are going to listen to the chapter in the book, but first they are going to make predictions about what they might hear. Hand out copies of the word cloud you have made (or of the one provided) and tell students to look at the words. Point out that the bigger the word, the more frequently it appears in the chapter. The smallest words appear twice.

Working in pairs, students should use the words to produce predictions as complete sentences. They will need to add grammar words (pronouns, articles, auxiliaries, prepositions, etc.) as the words given are nouns, verbs, adjectives and some adverbs, but they cannot change the form of any of the words. Write two example sentences on the board e.g.

*The White Rabbit wrote a poem for the Queen of Hearts.
Alice thought quickly and spoke to the jury.*

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Activity 3: preparing to perform

Objectives:

- ▶ to create a learner-generated listening activity
- ▶ to speak and listen to each other

Put pairs together to form groups of six (with smaller classes, groups of four). Pairs read their predictions to each other and choose the five or six that they think are the best and/or most probable in the story. Tell them to write their chosen predictions on a piece of paper and pin it on the wall.

Activity 4: rehearsing

Objectives:

- ▶ to provide a short reading activity
- ▶ to enhance the learner-generated listening activity and provide motivation to listen carefully

Students walk around the room and read all the predictions. Tell them to try to remember as many as possible.

Activity 5: performing

Objectives:

- ▶ to listen for specific information

When students are sitting again, play the audio for them to listen and decide which predictions were the best. Play the audio recording twice for students to check. Check their answers and decide, as a class, which group made the closest predictions.

Activity 6: what comes next?

Objectives:

- ▶ to encourage students to listen carefully and to think about language

Play the audio once more but stop the recording in the middle of a sentence from time to time and ask students to tell you 'What comes next?'. You can use this technique to focus on comprehension or on any language / phrases you wish to pick out.

Activity 7: homework

Objectives:

- ▶ to learn and peer teach new vocabulary

Ask students to read the chapter at home and to choose 3 new words to teach their classmates. They should prepare to teach the pronunciation, meaning and spelling. If it is a verb, they should find out if it is regular or irregular. At the start of the following lesson, ask students to move around the room teaching each other their words.

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Student's Copy

150 years of Alice



A Wonderland of Reading

