

Lesson Plan



One day, Sam made some robots. The robots liked working hard, so Sam decided they needed a holiday.

CEFR Level A2
YLE Flyers
Text type: modern story
Word count: 713
Lexile measure: 460L

Lesson objectives

Vocabulary focus

Adjectives: *bored, busy, clean, cold, excellent, full (of), good (at), great, last, lovely, next, new, pleased (to), strange, thirsty*
Football: *goal, kicked, match, won*
General: *building, fun, holiday, idea, lie (down), rest (verb), sand, sandcastle*

Grammar focus

Future with *will*

Reading skills

Making predictions

Cross-curricular connections

Art (drawing a robot)
Music (song)
Science (robots)

Resources

Reader
Activity Book
Flashcard download 1–6
Audio download (UK/US) tracks 1, 2, 3

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover of the Reader but hide the title. Point to the robots and ask: *Who are these? Are they people?* Reveal the title. Introduce the boy as Sam and establish that the other characters are robots. Ask questions:

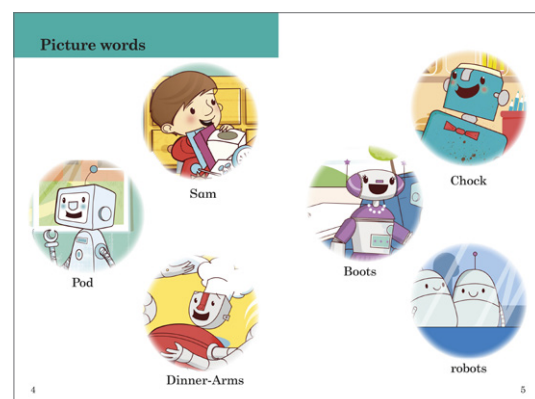
*Do you like robots? Would you like to make a robot? What can robots do?
Why do you think Sam and the robots are at the beach? What is Sam eating?*

Ask the children to look at Reader pages 4–5. Point to the picture of the robots at the bottom right of page 5, and ask:

How is Sam the same as a robot? How is he different? Are all robots the same?

Make sure that the children can distinguish between the four named robots. Ask questions:

Which robot has a square/blue head? Which robot has a hat? Which robot is a girl?



During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask the children to turn to the next page. Ask them to predict what happens next, for example:

Pages 20–21: *Will the teachers at the school be angry? What will they say?*

Pages 22–23: *What will happen to all the food?*

Pages 24–25: *What will Sam do now?*

Pages 38–39: *What will the robots do with the sand?*

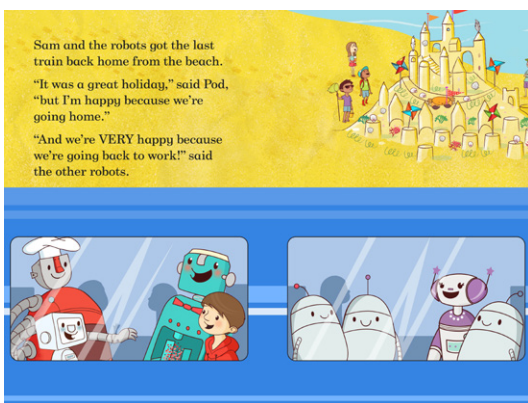
Read out or play the story again. Show the children Reader pages 44–45 and ask questions to check their understanding, for example:

Where are Sam and the robots? Where are they going? Is Sam happy? Did the robots enjoy their holiday? What will they do now?

Encourage the children to make predictions about what will happen after the story ends. Ask questions, for example:

Do you think Sam will make more robots?

What kind of robots will he make? How will they look? What will they do?



After reading

Display Flashcards of the named robots in turn. Ask questions about each, for example:

What did Pod help Sam to do? What kind of robot was Boots? What did Chock make?

Were Sam's robots popular? Why? / Why not?

Ask the children to say what happened when each robot went wrong and help them to retell the story:

How did Boots break the school windows?

Why didn't people want Chock's chocolates?

Then put the children in groups. Ask them to write a list of words to describe a robot from the story (big, blue, long arms etc). Read out the words and ask the other groups to try to guess which robot is being described.

The children can do the following activities to focus on vocabulary:

- Reader activities: 1, 4, 17
- Activity Book activities: 1, 2, 4 (Audio track 2), 7, 9, 13

To reinforce what happened in the story, play the song (Audio track 3) on Activity Book page 16 a couple of times. Ask the children to follow in their book and join in. Encourage them to do the robots' actions as they hear them mentioned in the song.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1 and 5. Make sure that the children understand the differences between a person and a robot.

Display the Flashcards of the named robots in turn and elicit information about each one, for example: *Boots was a football robot. She got lots of goals for Sam's school.*

Extension

Fast-finishers can make a drawing of a robot and label the different parts. They should write two or three sentences about their robot, for example:

My robot's name is ...

It has a square green head and six hands.

It can ...