

Lesson Plan



Vertebreak wanted to be strong and fast, so he put Sideswipe’s head in a jar and took his body! Could Sideswipe be repaired?

CEFR Level A2  
 YLE Flyers  
 Text type: modern story  
 Word count: 817  
 Lexile measure: 520L

## Lesson objectives

### Vocabulary focus

Verbs in the past simple: *answered, arrived, called, fell, heard, hit, kicked, laughed, looked, moved, opened, picked up, pushed, ran, shouted, started, stopped, threw, turned, walked, woke up*  
 Adjectives: *bad, good, dark, fast, fine, funny, heavy, important, sad, strange, strong, surprised, wonderful, worried*  
 General: *body, door, eyes, head, jar, noise, room, scanner, signal, shelf, train, tunnel, wall*

### Grammar focus

Past simple  
 Adjectives

### Reading skills

Identifying reasons

### Cross-curricular connections

Art (draw an Autobot)  
 Music (song)

### Resources

Reader  
 Activity Book  
 Flashcard download 1–10  
 Audio download (UK/US) tracks 1, 4

### 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.

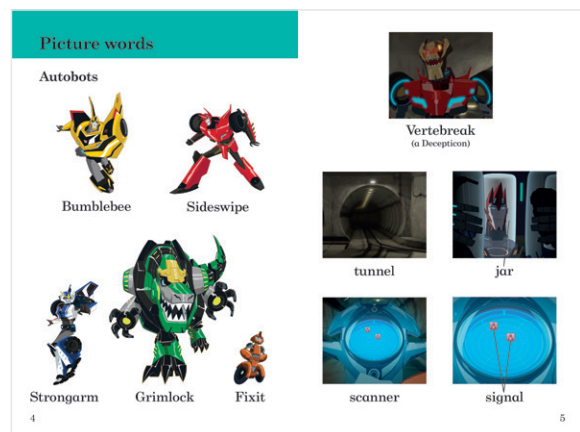
We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

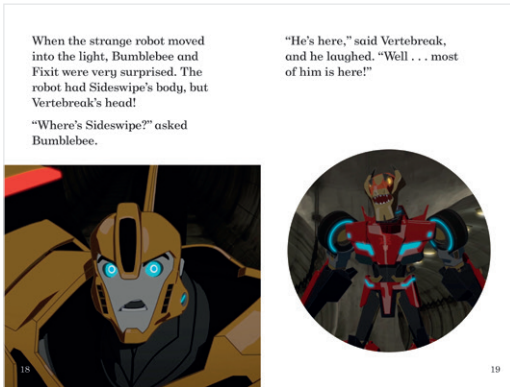
Show the children the cover of the Reader, but keep the title covered. Ask: *Who can you see?* If the children don’t recognize the character, say: *This is Sideswipe. He’s a robot.* Read out the title of the story, and ask: *Why do you think Sideswipe loses his head?*

Ask the children to look at Reader pages 4–5, and introduce the characters to them. Establish which characters they recognize and what they know about them. Ask: *Are the Autobots good or bad robots? Are the Decepticons good or bad robots?*

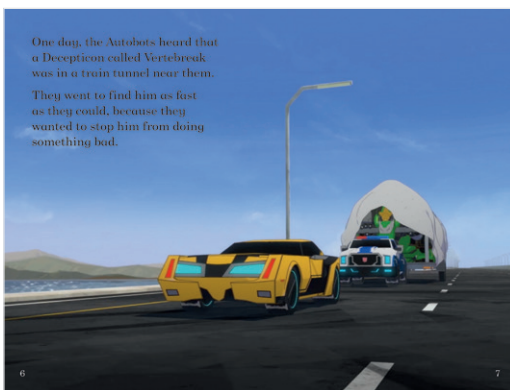


### During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. Every few pages, stop and ask questions in the past simple to check the children's understanding. For example, after Reader pages 18–19, ask: *What was the problem with Sideswipe?*



Read out or play the story again. This time, stop after each main event and ask the children to describe what just happened. Encourage them to describe as many actions as possible using the past simple. For example, after Reader pages 6–7, ask: *What just happened?* and elicit *The Autobots went into the tunnel.*



### After reading

Ask the children questions using adjectives from the story, for example:

*Did the Autobots go into the tunnel to stop something good or bad? Was Sideswipe fast or slow? When Fixit looked at the scanner, was he happy or worried?*

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

- Reader activities: 10, 12, 17
- Activity Book activity: 3

The children can do the following activities to focus on the main events in the past simple:

- Reader activities: 2, 5, 9, 14, 18
- Activity Book activities: 8, 9, 14

Play the song (Audio track 4) on Activity Book page 16 a couple of times. Ask the children to follow in their books. Encourage them to join in and mime the robots' actions and feelings as they sing.

## Differentiation

### Extra support

Do the Reader and Activity Book activities above orally with the children first, before asking them to write the answers down in their books.

### Extension

In pairs, fast-finishers can do Reader activity 15 and Activity Book activity 3. They can then draw and write about their favorite character in the story.