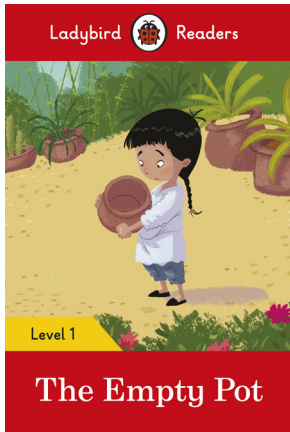


Lesson Plan



The emperor is old. “How do I find a new emperor?” he says. He gives seeds to lots of boys. Who can grow a plant and be the new emperor?

CEFR Level Pre-A1

YLE Starters

Text type: traditional tale

Word count: 207

Lexile measure: 350L

Lesson objectives

Vocabulary focus

Adjectives: *bad, beautiful, empty, favorite, good, happy, new, old*

People: *boy, child, emperor, father, mother*

Garden: *leaves, plant (n), pot, seed, soil, water*

Verbs: *be, carry, choose, come, find, get, go, grow, have, like, put, say, walk, want, watch, worry, write*

General: *home, many, palace, please, well done, year*

Grammar focus

Present simple

Adjectives

Reading skills

Retelling a story

Cross-curricular connections

Art (drawing a picture)

Music (song)

Science (how a plant grows)

Social studies (honesty)

Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 3, 4

Flashcard download 1–13

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.

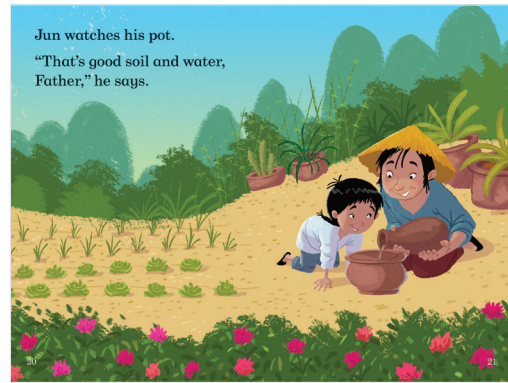
Lesson plan

Before reading

Show the children the cover of the Reader but hide the title. Introduce Jun. Say: *Look at his face. Is he happy or sad?* Elicit that he is sad. Point to the pot and ask: *What is he carrying?* Teach or elicit: *a pot*. Ask: *How many pots can you see in the picture?* Establish that there are five. Point to the other four pots and ask: *What can you see in these pots?* Elicit or teach *plants*. Ask: *Does Jun’s pot have a plant?* Hold up or draw some empty items, for example, a box or a tin, and demonstrate the meaning of *empty*. Reveal the title of the Reader. Ask: *Can you guess why Jun is sad?* Establish that Jun is sad because his pot is empty.

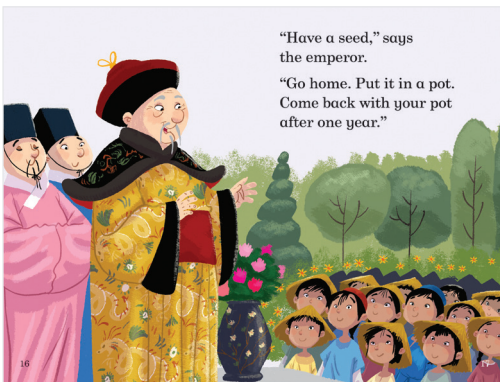


Ask the children to look at Reader pages 4–5. Ask: *Which pictures show people? Which pictures show things?* Go over the characters and ask the children to point to the pictures which show Jun. Ask: *Which pictures show a pot? Which pictures show a plant?* Hold up Flashcards 1–13 one by one, but hide the words. Ask: *What is this?* Encourage the children to find the matching picture in their books and say the word.



During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every few pages, stop and ask the children to tell you what is happening. Show them the pictures and prompt them with questions. Encourage them to answer using the present simple tense. For example, after Reader pages 16–17, ask: *What does the emperor give the boys? What does he tell them?* Make sure the children understand the ending of the story. Ask: *Why doesn't Jun's seed grow? Why do the boys' seeds grow? Why does the emperor say Jun is a good boy?*



Read out or play the recording of the text again. This time, focus on adjectives to encourage the children to retell the story. For example, after Reader pages 6–7, ask: *Who is this?* Elicit: *The old emperor.* After Reader pages 8–9, ask: *What does he want to do?* Encourage the children to respond with: *Find a new emperor.* After Reader pages 20–21, ask: *Does Jun's father put good or bad soil and water in the pot?* and elicit *good.* After Reader page 27, ask: *Does the emperor feel sad or happy?* and elicit *happy.*

After reading

Divide the children into teams. Hold up a Flashcard. Ask the children to find a part of the story which relates to the picture on the Flashcard and retell it. If they can retell it correctly, they get a point. Encourage them to use the present simple tense. For extra points, teams can ask the other team questions about the story, for example: *What does the emperor give the boys? Why is Jun sad about his seed? Are the emperor's seeds good or bad?*

Talk about the story with the children. Make sure they understand the emperor's actions. Ask: *How does he choose Jun to be the new emperor? Why is he clever?* Talk about the concepts of cheating/being honest. Ask: *Why do the boys put new seeds in their pots? What do you think about this? Are they right or wrong?*

The children can do the following activities to practice retelling the story or adjectives.

- Reader activities: 4, 8, 10, 11, 13, 15, 16
- Activity Book activities: 2, 10, 12 (Audio track 3), 13

Play the song (Audio track 4) on Activity Book page 16 to practice retelling the story. Ask the children to listen and join in. Divide the class into two groups, and ask each group to sing a verse. All the children should sing the chorus.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–13 again in random order. Ask them to find a page or pages in the Reader about each Flashcard. Help them arrange the Flashcards in the order they appear in the story.

Extension

Fast-finishers can draw a picture of Jun in his garden. They can label their picture with *pot, soil, plant, leaves, seed, water*. They can write sentences about the garden. For example: *Jun's garden has lots of plants. The plants have green leaves. They grow in big brown pots. Jun gives them water.*