

### Lesson Plan



Masha wants candy for breakfast but Bear is not happy. Candy is not breakfast food! Then, Masha makes lots of candy . . .

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 216

Lexile measure: 300L

## Lesson objectives

### Vocabulary focus

Food: *candy, cereal, eggs, fish, fruit, milk, sandwich, sugar*

Teeth: *teeth, tooth, toothache, toothbrush*

Verbs: *clean, come, eat, fall, find, get, give, go (fishing), have, like, make, open, run, say, want*

General: *breakfast, happy, home, lots of, mouth, please, water*

### Grammar focus

want/don't want

like/don't like

have/don't have

### Reading skills

Understanding characters

### Cross-curricular connections

Art (draw a picture)

Music (song)

Science (food)

Social studies (healthy eating)

### Resources

Reader

Activity Book

Audio download (UK/US) tracks 1, 2, 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.

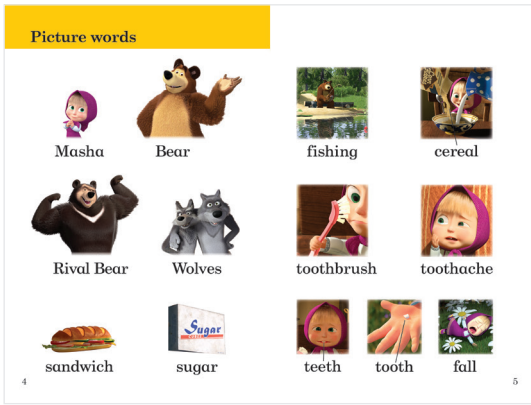
## Lesson plan

### Before reading

Show the children the cover of the Reader and ask: Who can you see? If the children don't know Masha, introduce her and say: *This is Masha*. Point to her face, and ask: *Is she happy or sad?* Elicit *she is happy*. Ask questions, for example: *What does she have in her hands?* Establish that it is candy. Ask questions about the candy, for example: *What colors is it? Does Masha like candy, do you think?* Read the title and establish the meaning of *breakfast*.

Ask the children some general questions, for example: *Do you like candy? When do you eat it? Do you eat it for breakfast? Is it a good breakfast food?* Elicit *no*, because candy has a lot of sugar. Ask: *What foods do you eat for breakfast?* Elicit the names of some breakfast foods, and make a list.

Ask the children to look at Reader pages 4–5 and introduce the characters and vocabulary. Ask: *Which pictures show foods? Which are about teeth?*



**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 questions to check their understanding of the characters. For example, after Reader pages 14–15, ask: *What is Masha doing?* After Reader pages 18–19, ask: *Why is Bear not happy with Masha?*



Check the children’s understanding of the end of the story. After Reader pages 26–27, ask: *Is Masha happy now? Why? Is Bear happy with Masha, do you think?* Read or play the story again. Ask questions to elicit positive and negative statements in the present simple from the characters. For example, for pages 26–27, ask: *Do you have a toothache now, Masha? What do you want?* Encourage the children to respond with *I don’t have a toothache. I want candy AND a toothbrush.*

**After reading**

Display some sentences about the characters and ask the children if the statements are right or wrong. For example: *Bear has lots of fish. The Wolves make candy for Masha.* Award points for correct answers. Divide the class into two teams, and get each team to make statements for the other team. If they can correct false statements, they get extra points.

Talk about healthy eating with the children. Draw or display some foods, for example, chocolate, and ask: *What is this? Is it good for breakfast?* Make a list of foods that are good/not good for breakfast.

The children can do the following activities to focus on the characters.

- Reader activities: 4, 5, 6, 10, 13
- Activity Book activities: 2, 3, 4 (Audio track 2), 6, 8

Play the song (Audio track 4) on Activity Book page 16, and encourage the children to listen and join in. Demonstrate miming some of the actions. Encourage them to shake their heads when they hear: *Candy is not breakfast food.* Divide the class into three and repeat the song, with each group singing a different verse, and all groups singing the chorus.

## Differentiation

### Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–13 in random order. Help them to categorize them according to pictures related to the characters and their actions, foods, and teeth. Then arrange the Flashcards in the order they appear in the story.

### Extension

Fast-finishers can draw a picture of a plate and cup with their own breakfast. They can label their picture and write two or three sentences, including one thing they like and don't like. For example: *This is my breakfast. I like bananas. I don't like cereal.* As an additional exercise, they can make a list of all the food items they know.