

Lesson Plan



It is washing day for Bear. Masha is dirty—again and again! Bear washes Masha’s clothes—again and again. Bear is tired!

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 207

Lexile measure: 240L

Lesson objectives

Vocabulary focus

Adjectives: *clean, dirty, happy, new, nice, tired, wet*

Water: *shower, washing (n), wash*

Verbs: *come, do, eat, find, give, go, have, like, listen, make, play, say, want*

General: *again, baby, clothes, food, house, jam, kitchen, milk, mommy, music, please*

Grammar focus

Question words: *What? Who? Where? Why?*

Reading skills

Identifying a sequence of events

Cross-curricular connections

Art (designing clothes)

Music (song)

Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 2, 4

Flashcard download 1–11

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.

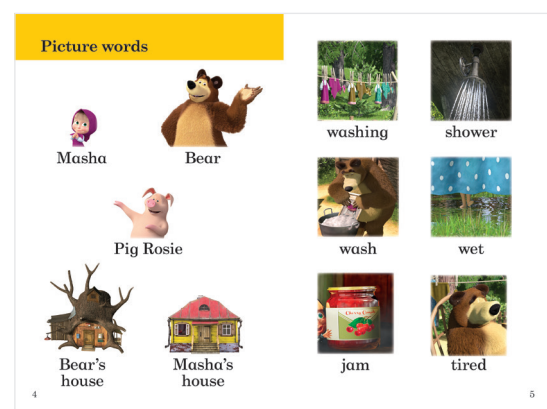
Lesson plan

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*. Ask questions, for example: *Where is she? What is she doing? Are her clothes clean or dirty?* Establish that Masha’s clothes are dirty. Ask: *Is she sad or happy?* Elicit *happy*. Ask: *Do your clothes get dirty? What happens when they get dirty?* and mime washing.

Establish that clothes need to be washed and point to the title *Washing Day*. Make sure the children understand the meaning.

Ask the children to look at Reader pages 4–5 and go over the characters and the vocabulary.



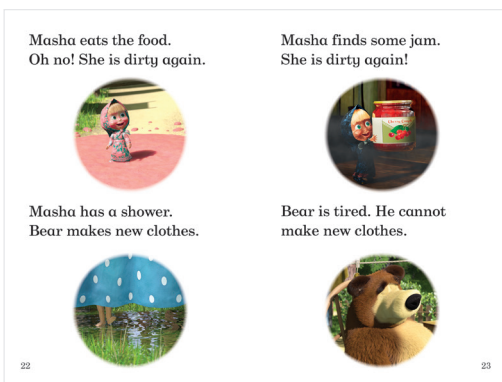
Ask questions about some of the pictures and help the children to identify them, for example: *Who lives in the yellow house? Who is tired?* Give the children a few more minutes to look at the pictures. Then, hold up Flashcards 1–11 one by one but hide the words. Ask the children to name the pictures on the Flashcards without referring to their books.

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 check their understanding of the sequence of events. The events follow the same pattern each time. Masha gets dirty, then has a shower while Bear washes her clothes then makes new clothes. Help the children to predict the sequence of events, for example, after looking at the pictures and reading the text on Reader pages 20–21, ask: *What happens to Masha next?*



Read out or play the story again. Every few pages, stop and ask questions beginning with *What? Who? Where? Why?* For example, after Reader pages 22–23, ask: *Who is dirty again? What does Bear make? Why is Bear tired?*



After reading

Display sentences about events in the story, but in the wrong order. Encourage the children to help you arrange the sentences correctly.

Divide the class into four teams and give each team a different question word – *What? Who? Where? Why?* Display a Flashcard. Each team should make up a question about the Flashcard, starting with their question word. For example, for the Flashcard of Bear's house, they can ask: *Who lives in this house?* Award points for correct questions. Get teams to swap their question word with another team's. Display a different Flashcard and repeat the activity. For extra points, teams can answer each other's questions. The children can do the following activities to focus on the sequence of events and question words:

- Reader activities: 4, 7, 10, 11, 17, 19
- Activity Book activities: 5 (Audio track 2), 9, 11, 12, 13

Play the song (Audio track 4) on Activity Book page 16. Encourage the children to follow in their books and join in. Divide the children into three groups – Masha, Bear, and Pig Rosie. When each group hears their name, they should stand up.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–11 one by one. Ask the children to help you find a part of the story relating to that Flashcard, and arrange the Flashcards according to the sequence of events.

Extension

Fast-finisners can design and label a new set of clothes for Masha. They don't have to follow the same style of clothes as in the Reader, but can design their own. As an additional exercise, they can make a list of all the clothing items they know.