

## Lesson Plan



Pablo's face is sad, but he is not sad. Pablo wants to play with Lorna, but how can he tell Mum?

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 200

Lexile measure: 330L

## Lesson objectives

### Vocabulary focus

Adjectives: *happy, sad, sorry*

Verbs: *ask, draw, find, laugh, phone, play, put, say, think, understand*

General: *again, book, face, home, mirror, picture, today, word*

### Grammar focus

Can/cannot

### Reading skills

Identifying characters

### Cross-curricular connections

Art (drawing a picture)

Music (song)

### Resources

Reader

Audio (UK/US) tracks 1, 3

Flashcard download 1–12

### 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

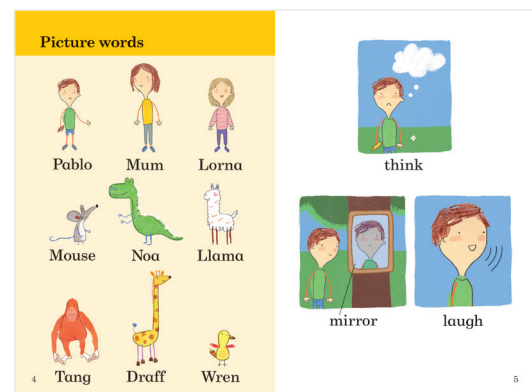
Show the children the cover of the Reader. If the children don't know the boy, introduce him and say: *This is Pablo*. Point to the other characters and establish that they are Pablo's friends.

Practice colors and ask: *Who is yellow/green/orange?* Mime or draw a sad face and a happy face, and ask: *Am I sad/happy? Is he/she sad or happy?* and elicit the appropriate response.

Choose a child and ask: *Are you sad/happy?*

Have fun getting the children to mime sad and happy faces and ask each other questions about their feelings: *Are you sad/happy? Is he sad? Is she happy?* Point to Pablo and the title of the Reader and ask: *Are you sad, Pablo?*

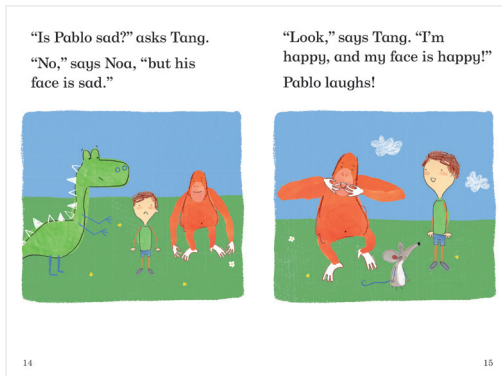
Ask the children to look at Reader pages 4–5 and go over the characters and the other words.



Explain that Mum is Pablo's mum and that Lorna and the other characters are his friends. Ask questions to help the children differentiate between the characters, for example: *Which picture shows a bird? Is Tang a bird or a monkey?* Give the children a few minutes to look at the pictures, then hold up Flashcards 1–12 one by one, but hide the names. Ask the children to name the pictures on the Flashcards without referring to their books. Award points for correct answers.

## During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every couple of pages, stop and check their understanding by asking questions about characters' expressions and feelings. Ask questions about the pictures before reading the text. For example, before reading the text on Reader pages 14–15, ask: *Is Pablo sad, do you think? Is Tang's face sad or happy?*



Read out or play the story again. This time, stop and ask questions to practice *can/cannot*. For example, after Reader pages 22–23, ask: *Can Pablo tell Mum with words?* and elicit: *No, he cannot*. Ask: *How can he tell her?* and elicit: *He can tell her with a picture*. Make sure that the children understand the ending of the story.

## After reading

Mime or draw a sad face and a happy face, then mime or draw faces to illustrate other feelings, for example, angry, surprised, frightened. Ask the children to guess how you are feeling, or the expression on the face, and award points for correct answers. Divide the class into teams, and choose a child from each team to mime a feeling for the other team to guess. Encourage them to ask questions about their own or other children's feelings, for example: *Am I happy? Is she surprised?*

Talk about feelings with the children.

Ask: *When are you happy? When are you sad?* Ask about drawing pictures: *Do you like drawing pictures? What do you like drawing? Is it easier to tell people about things with words or pictures?*

The children can do the following Reader activities to reinforce character identification:

- 1, 11, 12, 15

Divide the class into two groups—Pablo and Pablo's mum. Play the song (Audio track 3) on Reader page 47, and ask the children to listen and join in. When they hear their character's name, they should stand up. Swap the groups around.

## Differentiation

### Extra support

Before the children do the Reader activities, display Flashcards 1–12 one by one. Ask the children to help you find a part of the story relating to that Flashcard. Find pictures which contain a number of items on the Flashcards, for example, Reader pages 16–17, and ask the children to label them.



### Extension

Fast finishers can think of something else that Pablo wants to tell his mum with a picture, for example: *Can I play football with my friends?* They can draw the picture, and write the “message” in words underneath.