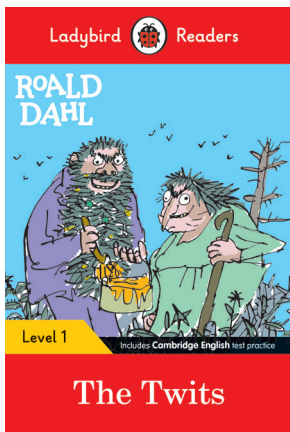


## Lesson Plan



The Twits are not nice people. They have four monkeys in a cage. One day, a beautiful bird helps the monkeys.

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 239

Lexile measure: 370L

## Lesson objectives

### Vocabulary focus

Animals: *bird, monkey, worm*

Adjectives: *angry, beautiful, long, nice, sad*

Verbs: *catch, come, eat, get, go, have, open, put, say, see, shrink, sit, stretch, walk*

Adverbs: *down, up, upside down*

General: *cage, ceiling, chair, end, food, glue, head, house, key, people, shop, table, tree, walking stick*

### Grammar focus

Present simple/continuous

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

### Reading skills

Retelling a story

### Cross-curricular connections

Art (drawing a picture)

Music (song)

Science (animals)

Social studies (helping others)

### Resources

Reader

Audio (UK/US) tracks 1, 2, 3

Flashcard download 1–14

### Timing: 40–60 minutes

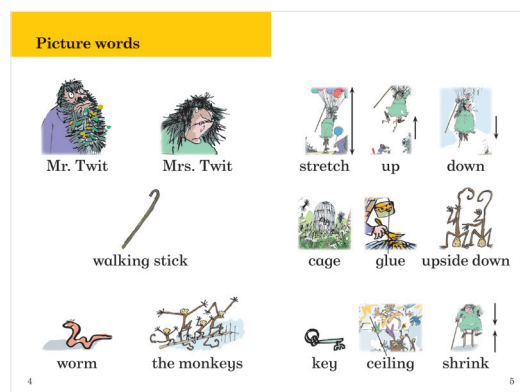
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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. Ask: *How many people can you see?* and elicit *two*. Ask questions, for example: *Is the woman's nose short or long?* Ask more questions: *Do you think these people look nice?* and elicit *no*. Ask: *Why/why not?* Explain that Roald Dahl is the name of the writer of the story, and he wrote lots of stories for children. Reveal the title, and introduce the man and woman as Mr. and Mrs. Twit, or the Twits. Explain that *twit* means a silly person. Show the children some pictures in the book, and ask if they think the story will be funny or sad. Elicit *funny*, because the pictures look funny.



Go over the picture words on Reader pages 4–5 and make sure the children understand the meanings. Pay particular attention to the pronunciation, and encourage the children to repeat the words after you. Ask questions: *Which pictures show people/monkeys?* Mime things related to the pictures, and ask the children to identify which picture you are referring to, for example: *up, down, upside down, stretch, shrink*. Point to the ceiling, and mime opening a door with a key. 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 ask questions to check their understanding. Help them to retell the story, using verbs in the present simple or continuous. For example, after Reader pages 12–13, ask: *What is Mr Twit doing?* and elicit *He's putting glue on the tree*. Ask: *Why is he doing this?* and elicit *to catch birds*.



Read out or play the recording of the text again. This time, stop and ask questions beginning with *How many, What, Who, Where, Why*. For example, after Reader pages 16–17, ask: *What is Mr Twit saying? Who is holding a stick? How many monkeys can you see in the cage? Where is the beautiful bird?* Check the children's understanding of the ending of the story, and ask: *What happens to the Twits?* Establish that the birds put glue on the Twits' heads, and the Twits cannot walk upside down, and in the end they shrink.



## After reading

Display some sentences about the events in the story, but in the wrong order, for example: *The birds put the chairs and tables on the ceiling. Mr. and Mrs. Twit go to the shops.* Ask the children to retell the story and help you put the sentences into the correct sequence.

Divide the class into two teams. Display the question words *How many? What? Who? Where? Why?* Choose a child from each team in turn. Ask them to find a page in the story and make up a question about it for the other team, using one of the question words. For example: *Why does Mr. Twit want to catch the birds?* Award points for correct answers.

Talk more about the characters and events with the children. Ask: *Do you like this story? Do you feel sad about the Twits at the end? Why/why not?*

The children can do the following Reader activities for practice with retelling the story and question words:

- 7, 10, 13, 16 (Audio track 2), 17

Divide the class into two groups. Play the song (Audio track 3) on Reader page 47, and ask the children to listen and join in. Each group should sing one of the verses, and both groups sing the chorus. Swap the groups around and repeat.

## Differentiation

### Extra support

Before the children do the Reader activities, display Flashcards 1–14 in random order. Ask them to find the parts of the story which relate to each Flashcard. Encourage them to help you arrange the Flashcards in the order in which they appear in the story.

### Extension

Fast finishers can choose a character from the story, for example, Mr. Twit, Mrs. Twit, the beautiful bird or a monkey, and make a mask. They can create a dialogue and act out a part of the story, for example, what happens when Mr. and Mrs. Twit come back from the shops.