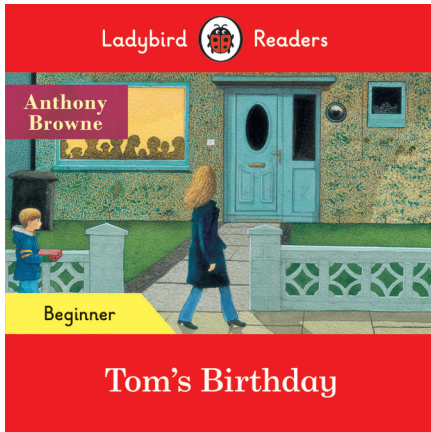


## Lesson Plan



It is Tom's birthday. Where is Tom's house?

CEFR Level First Phrases

Text type: modern story

Word count: 50

Lexile measure: 60L

## Lesson objectives

### Vocabulary focus

Questions: *Where is . . . ? Is this . . . ?*

Phrases: *Happy birthday, hello*

General: *birthday, house, Mum, says*

### Aims

- Understand conversational phrases
- Read/listen and respond to the story
- Follow a repeated sequence of events
- Recognize key words in context

### Resources

Reader

Audio (UK/US) tracks 1–3

Phrase cards 1–3

### Timing: 20–30 minutes

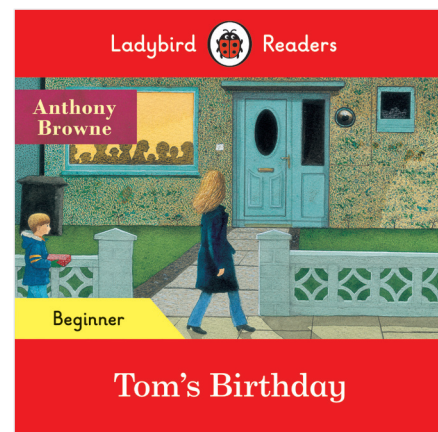
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 5 minutes for **Before reading**, 15 minutes for **During reading**, and 5 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Choose a child, and ask the rest of the class: *Is this [Luca]?* and elicit the response *yes* or *no*, *this is [Ben]*. Repeat the procedure with several other children. Ask individual children to select a child and ask the class: *Is this [Emma]?* and elicit the response. Show the children the cover of the Reader, but hide the title. Point to the boy and say: *This is Joe*. Elicit or establish that the woman is Joe's mum.



Teach *birthday*. Choose a child and ask: *Is it your birthday [today]?* and elicit *yes* or *no*. If *yes*, say *Happy birthday, [Ben]!* and get the class to repeat it after you. Show the children the title of the Reader and read it out. Explain that Tom is Joe's friend and today is Tom's birthday. Encourage the children to say: *Happy birthday, Tom!*

## During reading

Read out or play the recording of the text (Audio track 1). After Reader pages 4–5, stop and check the children's understanding of *Where is . . . ?* Ask questions about the location of classroom objects or different children, for example, *Where is [the book]?* *Where is [Emma]?* and get them to point to the person or item. Before reading Reader pages 6–7, practice the phrase *Is this . . . ?* Then ask: *Is this Tom's house?* and elicit the answer *no*.

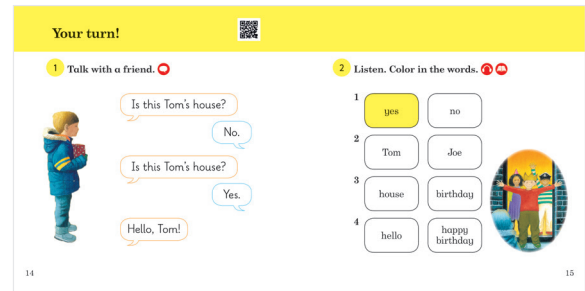


Read out or play the recording of the text again. Ask: *Where is Tom's house?* and help the children to find it on Reader page 11. Teach *elephant* and ask: *Where is the elephant?* and help them to find it on Reader page 9.

## After reading

Direct the children to different pages in the story and ask a question beginning *Is this. . . ?* For example, show them the picture of Joe on Reader page 5 and ask: *Is this Tom?* and elicit *no*. Show them the house on Reader page 6, and ask: *Is this Joe's house?* Divide the class into teams—A and B—and organize a quiz. Choose a child in team A and get them to ask Team B a question about the story, beginning either *Where is . . . ?* or *Is this . . . ?* Award points for correct answers. Expand the quiz by pointing to classroom objects and different children, and asking similar questions, for example: *Is this [Ben's] book?*

Help the children to do the two exercises on pages 14–15 of the Reader.



Divide the class into two groups—Joe and Tom. Play the song on Reader page 16, and ask the children to listen and join in. When they hear the name of their character, they should stand up.

## Differentiation

### Extra support

Hold up the Phrase cards one by one but with the words covered. Elicit the phrase that goes with each card, and ask the children to help you put the cards in the correct order.

### Extension

The children can draw a picture of Tom's birthday party with cake, balloons, and presents, and write *Happy birthday, Tom!* at the top. Alternatively, they can draw a picture of their own, or a friend's, birthday party.