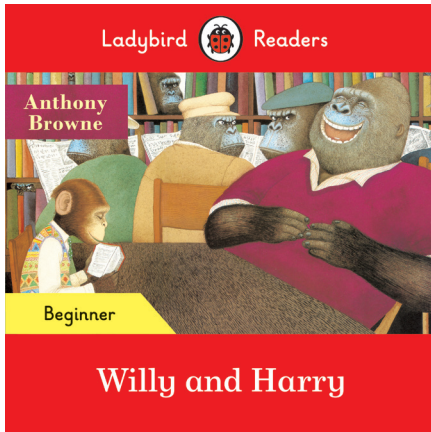


Lesson Plan



“I am sad,” Willy says. “I want a friend.
Are we friends?”

CEFR Level First Phrases
Text type: modern story
Word count: 50
Lexile measure: 80L

Lesson objectives

Vocabulary focus

Verbs: *am, are, is, says, want*

Pronouns: *I, we*

Feelings: *happy, sad, sorry*

General: *friend*

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

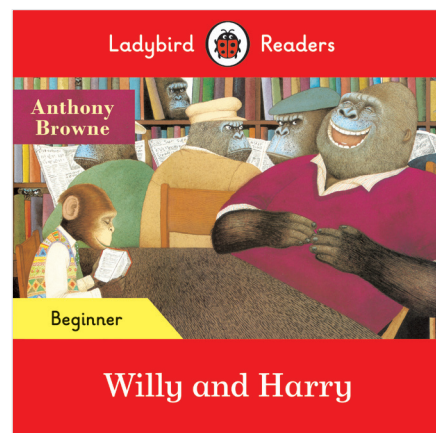
This is to be used as a general guide and will depend on group size, the pace of learning, and the children’s language ability.

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

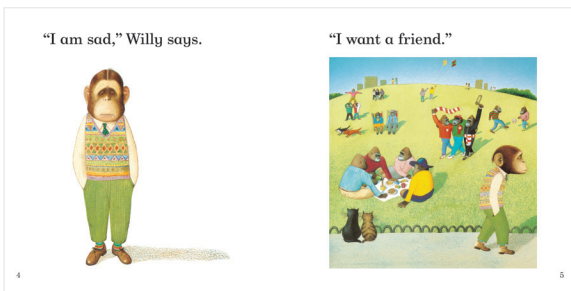
Mime or draw a happy face, and say: *I am happy*. Repeat with a sad face, then ask individual children to mime happy/sad faces for the class to guess how they are feeling. Show the cover of the Reader, and read the title. Point to Willy and Harry and say: *This is Willy. This is Harry*. Get the children to repeat the names and make sure they can differentiate between the characters. Ask: *Is Harry happy?* and elicit *yes*. Show the characters in the background. Ask: *Are they happy?* and elicit *no*.



Choose a couple of friends in the class and say: *[Tom] and [Max] are friends*. Demonstrate the meaning of *friend* by shaking hands, and check the children’s understanding. Repeat with other pairs of children. Show the pictures of Willy and Harry on the front and back covers. Ask: *Are they friends?* and elicit *yes*.

During reading

Read out or play the recording of the text (Audio track 1). After each page, stop and ask questions to focus on the characters' feelings. For example, after pages 4–5, ask: *Is Willy happy?* and elicit *No, he is sad.* Show the children the other characters in the picture on page 5, and explain that they are all with their friends, even the cats and dogs! Ask: *Why is Willy sad?* and establish it is because he wants a friend too.



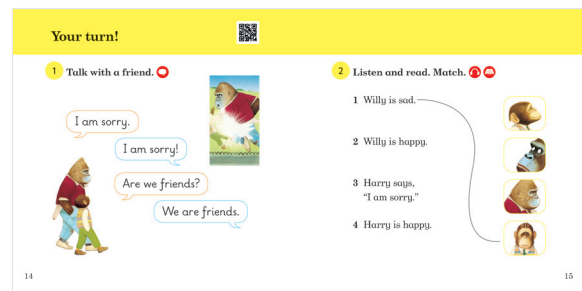
Read out or play the recording of the text, and check the children's understanding. Mime or demonstrate the meaning of *I am sorry* and encourage the children to repeat it after you. Check the children's understanding of the end of the story. Ask: *Is Harry happy? Is Willy sad?*

After reading

Mime or draw a face that looks happy, sad or sorry. Ask questions, for example: *Am I happy?* and elicit the correct response. Get individual children to mime a feeling, for example, *sad*, either by facial expression, or by walking in a sad way, like Willy on pages 5 or 8. Award points for correct guesses.

Choose a child and ask: *Are we friends?* Elicit *Yes, we are friends.* Shake hands with the child, as in the picture on page 13. Demonstrate the dialogue with other children. Divide the class into pairs, and get them to practice the dialogue and handshake with their partner. They can then move around and find a new partner.

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



Play the song on Reader page 16, and ask the children to listen and join in. When they hear the word *friend*, they should shake the hand of the child next to them.

Differentiation

Extra support

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

Extension

The children can draw a picture of themselves with a friend, and write *We are friends!* at the top.