

Lesson Plan



Does Timmy's boat win the race?

CEFR Level First Phrases

Text type: modern story

Word count: 80

Lexile measure: 190L

Lesson objectives

Vocabulary focus

Numbers: *one, two, three*

Prepositions: *in, under*

Verbs: *go(es), sneeze, win*

General: *boat, happy, hat, race, sad, water*

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 1–5

Phrase cards 1–4

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

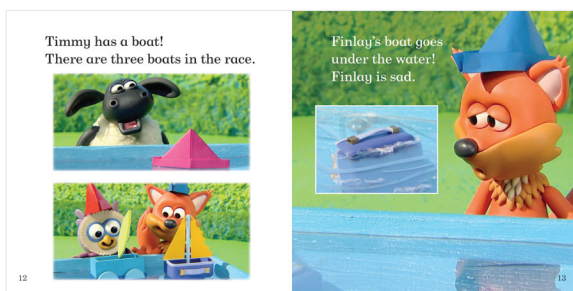
Show the children the cover of the Reader. If the children don't know Timmy, point to him and say: *This is Timmy*. Introduce his friends and say: *This is Otus. This is Finlay*. Point to a boat and ask: *What is this?* and teach or elicit the meaning of *boat*. Ask: *How many boats can you see?* and elicit *three*. Read the title, and get the children to repeat it. Establish the meaning of *race*, and explain that the three friends are having a boat race.



Ask the children to look at Reader pages 4–5 and go over the characters. Give the children a few minutes to look at the names, then hold up the Phrase card of the cover picture. Ask the children to name the three characters without referring to the picture words. Check their understanding of *race* and *win*. Have fun miming *sneeze* and get the children to mime it with you. Practice the numbers *one, two, three*.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and before reading the text, ask questions based on the pictures. Focus on questions to practice numbers. For example, before reading page 12, ask: *How many boats are in the race?* and elicit *three*. Then ask the children to look at page 13, and ask: *Now how many boats are in the race?* and elicit *two*. Check the children's understanding of the ending of the story and ask: *Does Timmy's boat win?*

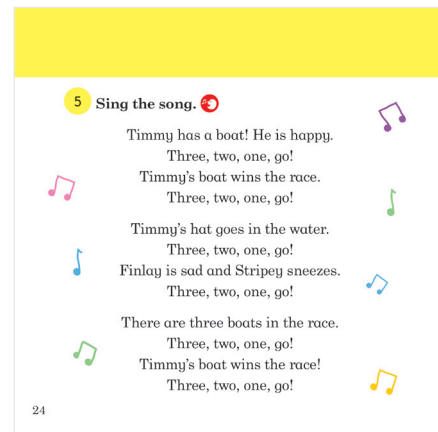


After reading

Divide the class into groups and give each group some paper to make a boat. Each group's boat should be a different color. If possible, race the boats in some water. Encourage the children to say at the start of the race: *Three, two, one . . . go!*

Talk about races with the children. Ask if they have ever been in a race, or watched a race. Ask what kind of race it was, and who won.

Divide the children into three groups. Play the song (Audio track 5) on Reader page 24, and ask the children to listen and join in. Each group can sing a different verse. Encourage them to mime *happy*, *sad* and *sneezes*.



Differentiation

Extra support

Before the children do the Reader activities on pages 20–23, display the Phrase cards but with the words covered. Elicit and practice the phrases. Ask the children to put the cards in the order in which they appear in the story.

Extension

Fast finishers can either make a boat from a piece of paper, or draw a picture of their favorite part of the story and label it. They can talk about their creations with a partner.