

Lesson Plan



Is there a big animal in the garden?

CEFR Level First Phrases

Text type: modern story

Word count: 82

Lexile measure: 200L

Lesson objectives

Vocabulary focus

Question words: *Where? Who?*

Animals: *elephant, lion*

Adjectives: *big, small, yellow*

Verbs: *has, see, take a photo*

General: *ears, footprints, friends, garden, hair*

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

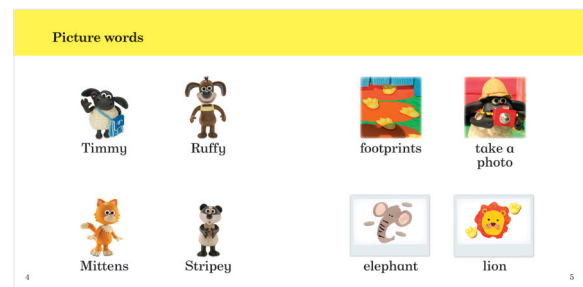
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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, but hide the title. If the children don't know Timmy, point to him and say: *This is Timmy*. Ask: *Where is he?* and establish that he is in the garden. Reveal the title, and ask: *Who is in the garden?* and elicit the response *Timmy*. Choose a child, and ask: *Who is this?* and elicit the child's name from the class, for example: *This is [Sam]*. Choose more children and repeat.



Ask the children to look at Reader pages 4–5 and go over the characters and the other words. Ask questions, for example: *Which picture shows a lion?* Give the children a few minutes to look at the pictures, then ask more questions, for example: *Who is taking a photo?* Make statements and ask the children to correct the false ones, for example: *Timmy is a lion*. Award points for correct answers.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and ask questions about the characters.

For example, after Reader page 7, ask: *Who is this? What is he doing?* Check their understanding of the ending, and that they realise the “lion” and “elephant” are really Mittens and Stripey.

Read out or play the recording of the text again. This time, stop and focus on the questions in the text. For example, after page 13, ask: *Is there a small animal in the garden?* and elicit the response.



After reading

Display the Phrase cards one by one and practice the appropriate phrases with the children. Show them the Phrase card of Timmy with the camera, and encourage them to ask: *Is there a big (small) animal in the garden?* Have fun getting them to respond enthusiastically: *There it is!* Divide the class into four groups: Timmy, Ruffy, Mittens and Stripey. Play a game about the characters. Say: *Look at page [8]* and ask: *Who is this?* Group Stripey should put up their hands. Award points for correct responses.

Ask questions about gardens, for example: *Do you have a garden? What is in it?*

Play the song (Audio track 5) on Reader page 24, and ask the children to listen and join in. Encourage them to have fun miming *big, big ears* and other phrases.

5 Sing the song. 🎵

Big, big footprints in the garden.
There is a big animal.
The animal has two big, big ears.
Is it an elephant?
There it is! There it is!
Timmy takes a photo!

Small, small footprints in the garden.
There is a small animal.
The animal has yellow, yellow hair.
Is it a lion?
There it is! There it is!
Timmy takes a photo!

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Differentiation

Extra support

Before the children do the Reader activities on pages 20–23, display the Phrase cards one by one. Ask them to help you find a part of the story relating to that Phrase card.

Extension

Fast finishers can draw a picture of their favorite character in the story in the garden. They can talk about their picture with a partner.