

Lesson Plan



Timmy and Osbourne do a magic show.

CEFR Level First Phrases

Text type: modern story

Word count: 72

Lexile measure: 230L

Lesson objectives

Vocabulary focus

Magic show: *box, flowers, hat, pot, teddy bear*

Prepositions: *in, on, under*

Verbs: *do, look, love, put, watch*

Phrases: *Look!, Well done!*

General: *friends, show (n), table*

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.

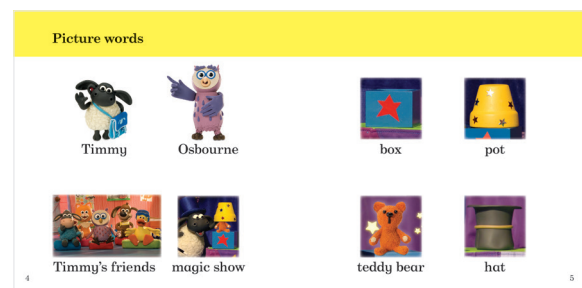
We would suggest 5 minutes for **Before reading**, 15 minutes for **During reading**, and 5 minutes for **After reading**. Additional time can be used for further activities.

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 Timmy's friend Osbourne. Ask: *What are Timmy and Osbourne doing?* and explain that they are doing a magic show for their friends. Say the title, and get the children to repeat it after you, and check their understanding. Elicit some key vocabulary in the picture, for example, *hat* and *box*.

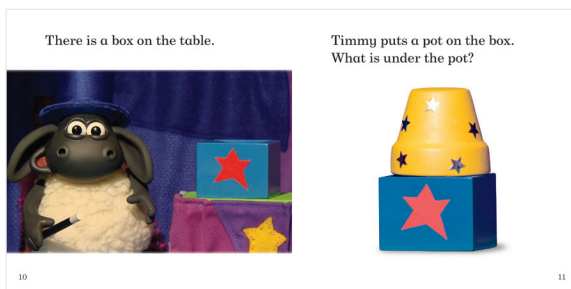


Ask the children to look at Reader pages 4–5 and go over the characters and the other words. Point to the picture of the magic show on page 4 and ask: *What can you see?* Elicit *box, pot* and *teddy bear*. Display the Phrase card of the cover picture, and ask the children to identify any of the picture words they can see in it.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and ask questions to check the children's understanding. For example, after Reader pages 8–9, ask: *Who are these? What are they watching?*

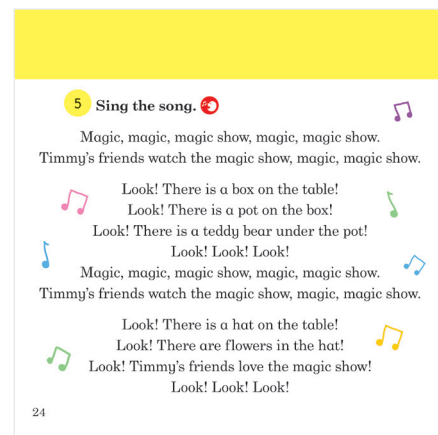
Read out or play the recording of the text again. This time, stop and focus on the prepositions *in*, *on* and *under*. For example, after pages 10–11, ask: *What is on the box/ under the pot?* and elicit the answers.



After reading

Choose some classroom objects, or draw pictures, and ask questions to practice prepositions. For example, hold up or draw a book and a pen, and ask: *What is on/under the book?* and elicit *the pen*. Give the children some objects, such as a box, a pot, a hat, a teddy and other toys, or classroom objects. Encourage them to play a game with their friends where they hide the toys or objects, then ask: *Where's the [teddy]?* and respond with *under/in/ on the [box]*.

Play the song (Audio track 5) on Reader page 24, and ask the children to listen and join in. Encourage them to point to the appropriate object when they hear *Look!*



Differentiation

Extra support

Before the children do the Reader activities on pages 20–23, display the Phrase cards one by one, but with the words covered. Display the phrases separately and help the children to match them to the cards. Practice the phrases with the children.

Extension

Fast finishers can draw pictures to practice *in*, *on* and *under*. They can draw a cat, for example, in a house, on a box or under a table, and ask a partner: *Where's the cat?*