

Lesson Plan



Timmy and his friends have a picnic.

CEFR Level First Phrases

Text type: modern story

Word count: 93

Lexile measure: 230L

Lesson objectives

Vocabulary focus

Question word: *What?*

Picnic: *apple, banana, carrot, sandwiches*

Verbs: *can, go, has/have, love, open, see*

General: *book, garden, happy, page*

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.

Read the title and get the children to repeat it after you. If the children don't know Timmy, point to him and the other characters. Say: *This is Timmy. These are his friends.* Establish that they are having a picnic. Check the children's understanding of *picnic*. Ask: *Do you like picnics? What do you eat? Where do you go?*

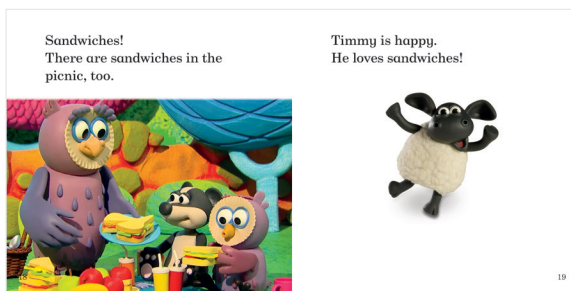


Ask the children to look at Reader pages 4–5 and go over the characters and the other words. Help the children differentiate between the characters. Ask questions, for example: *Who is small and green?* and elicit *Bumpy*. Focus on the picture of the picnic, and elicit the names of the food and drink items. Elicit the names of any other items that might be in a picnic, and make a list, for example, *cake*.

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. Focus on the characters and ask, for example: *Who has a book? Who loves carrots/bananas/apples?*

Read out or play the recording of the text again. Focus on *can* and ask questions about the pictures. For example, after Reader pages 18–19, ask: *What/who can you see in the picture?*

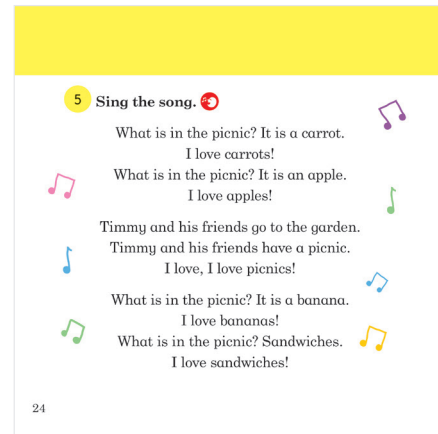


After reading

Hold up the Phrase card with the phrase *What can you see?* and encourage the children to repeat it. Display the card with the picture of the banana and elicit *a banana*. Repeat with *an apple*. Divide the children into two teams, and show them the Phrase card of the cover picture. Display or draw some food items, for example, sandwiches. Ask a child from Team A: *Can you see sandwiches in the picnic?* and elicit *no*. Then draw some cakes, for example, and ask a child from Team B: *Can you see cakes in the picnic?* and elicit *no*. Award points for correct answers.

Play a game of Hangman with the children based on the vocabulary in the story.

Play the song (Audio track 5) on Reader page 24, and ask the children to listen and join in. Display pictures of a carrot, an apple, a banana and sandwiches and ask them to point to each item when they hear it. When they hear *picnic*, they should put up their hands.



Differentiation

Extra support

Before the children do the Reader activities on pages 20–23, choose a picture showing several characters and items, and help them to label it.

Extension

Fast finishers can make a list of the food and drink items they would like to take on a picnic. They can draw a picture of their picnic, and label the items.