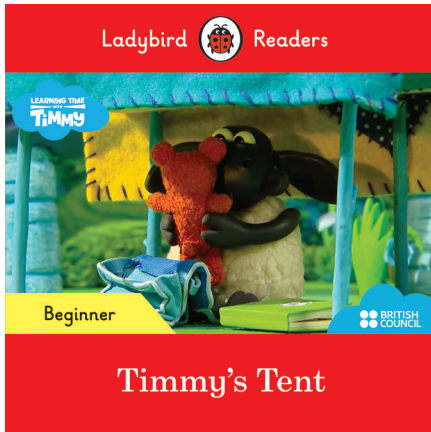


Lesson Plan



Timmy and Harriet make a tent!

CEFR Level First Phrases

Text type: modern story

Word count: 78

Lexile measure: 160L

Lesson objectives

Vocabulary focus

Question word: *What?*

Colors: *blue, yellow*

Verbs: *can, has/have, help, like, make*

General: *blanket, book, four, some, sticks, teddy bear, tent*

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

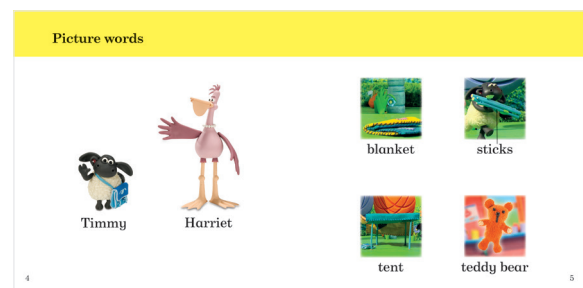
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 5 minutes for **Before reading**, 15 minutes for **During reading**, and 5 minutes for **After reading**.

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*. Ask: *Where is he?* and point to the tent. Read the title and establish the meaning of *tent*. Say: *This is Timmy's tent* and get the children to repeat the title after you. Show them the book and the teddy bear. Ask: *What is this?* and establish each name. Ask: *Does Timmy like his teddy bear?* and establish *yes*.



Ask the children to look at Reader pages 4–5 and go over the characters and the other words. Focus on the differences between Timmy and Harriet. For example, ask: *Who is big? Who is small?* Display the Phrase cards one by one, but with the words covered. Ask: *What's this?* and encourage the children to name the items on the Phrase cards by referring to the picture words in their books.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and ask questions about what is happening. For example, after Reader pages 12–13, ask: *Who is this? Does she help Timmy? What do they make?* Ask questions about the different items, for example: *What color is the blanket? How many sticks are there?* Check the children's understanding of the ending of the story, and ask: *Does Timmy like his tent? What does he have in his tent?*



After reading

Divide the class into two teams. Display the Phrase cards one by one, but with the words covered, and make statements about them. Ask teams to tell you if the statements are true or false. For example, hold up the Phrase card of Timmy carrying a blanket and say: *Timmy has a teddy bear.* Award points if the children can identify the false statements and correct them, for example: *Timmy has a blanket.*

Ask questions related to the children's own lives. For example: *Do you have a tent/teddy bear? Do you like your teddy bear? What other things do you like?*

Play the song (Audio track 5) on Reader page 24, and ask the children to listen and join in. Ask each team to sing a different verse. All the children can sing the chorus.

5 Sing the song.

What does Timmy have?
Timmy has a blanket!
What does Timmy have?
Timmy has some sticks!

Can Harriet help, Timmy?
Do you like your tent, Timmy? Yes, yes, yes!

What does Timmy have?
Timmy has a book.
What does Timmy have?
Timmy has a bear.

Can Harriet help, Timmy?
Do you like your tent, Timmy? Yes, yes, yes!

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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. Help them to find the parts of the story relating to that Phrase card.

Extension

Fast finishers can draw a picture of themselves with their teddy bear, or a favorite possession or pet. They can talk about their picture with a partner.