

## Lesson Plan



Timmy has a treasure map!

CEFR Level First Phrases

Text type: modern story

Word count: 78

Lexile measure: 150L

## Lesson objectives

### Vocabulary focus

Question word: *Where?*

Places: *garden, sandpit*

Verbs: *find, has, look*

Phrases: *Let's . . . !, Well done!*

General: *flower, map, treasure, vegetable*

### 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 and the other characters, point to them and say: *This is Timmy. These are his friends.* Ask: *What is Timmy looking at?* and establish that it is a map. Explain the meaning, then display or draw some items, such as gold coins or jewellery. Establish that this is treasure. Say in an enthusiastic voice: *Let's find the treasure!* and mime looking for it. Reveal the title and encourage the children to repeat it after you.



Ask the children to look at Reader pages 4–5 and go over the characters and the other words. Pay particular attention to the meaning and pronunciation of the vocabulary items as the children are likely to find these quite challenging. Say the names of the items and places, and get the children to repeat them after you. Ask: *What is this story about?* and elicit or establish that it is about looking for treasure.

## During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and check the children's understanding. For example, after Reader pages 6–7, ask: *What is this?* and elicit *treasure map*. Ask: *What can you see on the map?* and elicit *sandpit* and *vegetable garden*. Encourage the children to try to predict the events in the story. Ask: *Is there treasure in the sandpit/vegetable garden, do you think?* Continue reading, and after each place, ask: *Were you right?*



## After reading

Display the Phrase cards one by one but with the words covered. Ask questions to elicit and practice the phrases. For example, display the picture of the treasure map and ask: *What's this?* Encourage the children to ask: *Where is the treasure?* Have fun getting them to say enthusiastically: *Let's find it!* and mime looking for treasure.

Play a game of “Let's find the treasure!” Draw a map showing, for example, a house, a tree and a garden, but not showing any treasure. Ask the children to guess where the treasure is, for example, by asking you: *Is the treasure in the house?* Respond with *yes* or *no*. If the child has guessed correctly, award points. Alternatively, hide some “treasure” like a coin or your watch somewhere in the classroom and ask the children to guess where it is. For example: *Is the treasure [in the box]?*

Play the song (Audio track 5) on Reader page 24, and ask the children to listen and join in. They can point to the appropriate picture word on page 5 as they hear it.

## Differentiation

### Extra support

Before the children do the Reader activities on pages 20–23, display the Phrase cards one by one. Help them to put them in the order in which they appear in the story.

### Extension

Fast finishers can draw a simple treasure map. They can ask and answer questions with a partner, for example: *Where's the treasure?* *It's in the flower garden.*