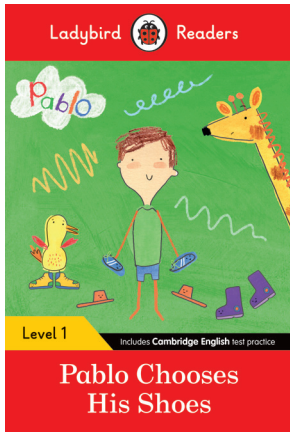


Lesson Plan



Pablo is going to Granny's house today.
 "Can we go, too?" ask Pablo's friends.
 Pablo's blue shoes ask "can we go, too?"

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 192

Lexile measure: 350L

Lesson objectives

Vocabulary focus

Footwear: *boots, sandals, shoes, trainers*

Parts of body: *hands, head, feet*

Verbs: *choose, run, wear*

General: *Granny, party, purple*

Grammar focus

Can/cannot

Reading skills

Categorizing

Cross-curricular connections

Art (drawing a picture)

Music (song)

Resources

Reader

Audio download (UK/US) tracks 1, 3

Flashcard download 1–12

Timing: 40–60 minutes

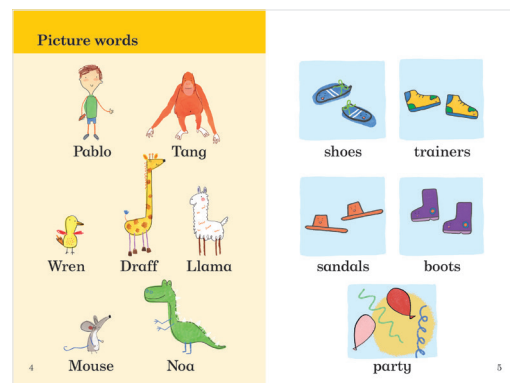
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Choose a child in the class and point to his/her shoes. Ask: *What color are your shoes?* Elicit a response then repeat with a few other children. Establish the type of footwear they are wearing, for example, trainers. Show the children the cover of the Reader. If they don't know Pablo, introduce him and say: *This is Pablo*. Introduce Druff and Wren and establish that they are Pablo's friends. Read out the title of the Reader and check the children's understanding. Get them to repeat it, and help them differentiate between the pronunciation of *chooses* and *shoes*.



Ask the children to look at Reader pages 4–5 and go over the characters on page 4. Ask: *Who is orange/big/small?* Go over the types of footwear on page 5, and help the children differentiate between them. Ask: *Do you have sandals/boots? When do you wear them?* Hold up the Flashcards of the footwear but hide the names. Ask the children to identify them without referring to their books.

During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Stop after every couple of pages and check their understanding. Ask questions about the pictures to give practice with *can/cannot*. For example, ask: *Can you wear shoes on your head? Can you wear a hat on your feet?*

Read out or play the recording of the text again. This time, ask questions to practice categorizing, for example: *Look at page 14. What shoes can you see?* Stop after Reader pages 23–24 and ask the children to name the different shoes. Make statements, and ask them to correct them if false, for example: *The boots are yellow.*



After reading

Talk more about footwear with the children. Ask: *Do you have favorite shoes? What color are they? When do you wear them?* Ask a child: *Are you wearing brown boots/blue shoes/red sandals?* Encourage the children to ask each other similar questions.

Divide the children into teams and organize a competition. Ask them to think of as many types of clothing as they can. They can refer to the picture of Pablo's clothes on Reader page 6 to help them. Elicit answers and make a list. Award points for correct items, and further points for correct spellings.

The children can do the following Reader activities to practice *can/cannot* and categorizing:

- 1, 2, 6, 7, 9, 12, 13

Play the song (Audio track 3) on Reader page 47, and encourage the children to listen and join in. When they hear the name of a type of footwear, they should put up their hands.

Differentiation

Extra support

Before the children do the Reader activities, display the Flashcards of the four types of footwear, one by one. Ask the children to help you find the sections of the Reader relating to each type, and tell you what happens to it at the end of the story.

Extension

Fast finishers can draw a picture of themselves or a friend, and label their shoes and clothes. They can write two or three sentences about their picture, for example: *This is [Ben]. He's wearing blue boots and a red T-shirt.*