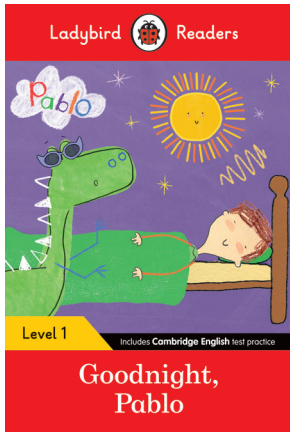


## Lesson Plan



Pablo cannot sleep in the dark.  
He does not like the dark.  
He draws his friends.

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 207

Lexile measure: 250L

## Lesson objectives

### Vocabulary focus

Verbs: *draw, find, like, put, sleep*

General: *dark, lamp, light, room, sky, star, sun*

Phrases: *goodnight, of course*

### Grammar focus

Question words: *What? Where? Who? Why?*

### Reading skills

Retelling a story

### Cross-curricular connections

Art (drawing a picture)

Music (song)

### Resources

Reader

Audio download (UK/US) tracks 1, 2, 3

Flashcard download 1–13

### Timing: 40–60 minutes

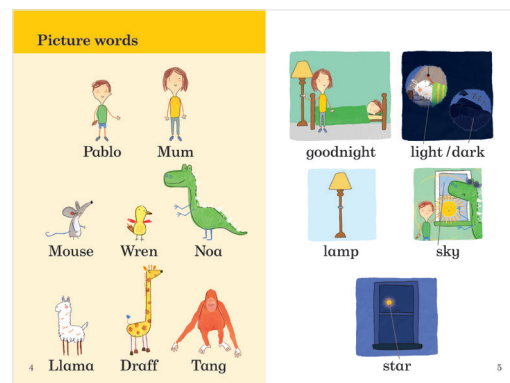
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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

Hide most of the cover of the Reader, except for Pablo. If the children don't know him, introduce him and say: *This is Pablo*. Ask: *Where is he?* *What is he doing?* and elicit that he is in bed, sleeping. Reveal Noa, and introduce her as Pablo's friend. Ask: *What else can you see?* and teach or elicit *sun* and *stars*. Reveal the title and read it out. Encourage the children to join in and say: *Goodnight, Pablo*.



Ask the children to look at Reader pages 4–5 and go over the characters and other words. Explain that Mum is Pablo's mum and the other characters are his friends. Ask questions, for example: *Who has a big head/long neck?* *Who can fly?* Go over the words on Reader page 5 and check understanding. Hold up the Flashcards one by one but with the words covered, and ask the children to tell you the names.

### 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 of the sequence of events. Ask questions beginning: *What? Where? Who? Why?* For example, after Reader pages 20–21, ask: *Where do Pablo and Noa put the sun? Why do they put it there? What does Draff see in the sky?*



Read out or play the recording of the text again. Make sure the children understand that Pablo draws his friends to help him sleep. Ask: *What happens at the end of the story? Is Pablo happy or sad?*

### After reading

Display sentences about events in the story. Ask the children to help you order them correctly.

Divide the children into teams. Ask each team to write down the question words: *What? Where? Who? Why?* and make up four questions for the other teams to answer. For example: *Look at page 18. What is Pablo doing?* Award points for correct questions and answers.

Talk about drawing with the children. Explain that when Pablo is feeling worried or unhappy, he often helps himself by drawing things. Ask: *Do you like drawing? What do you like drawing?*

The children can do the following Reader activities to reinforce the sequence of events, and give practice with question words.

- 4, 8, 11, 13, 15 (Audio track 2)

Divide the class into four groups. Play the song (Audio track 3) on Reader page 47, and encourage the children to listen and join in. Each group can sing a different verse. Swap the groups around.

## Differentiation

### Extra support

Before the children do the Reader activities, display the Flashcards one by one. Ask the children to help you put the characters and items in the order in which they appear in the story.

### Extension

Fast finishers can write a heading with their own name, for example: *Goodnight, Jack!* They can draw a picture of themselves asleep in bed at night, and label as many things in their bedroom as they can.