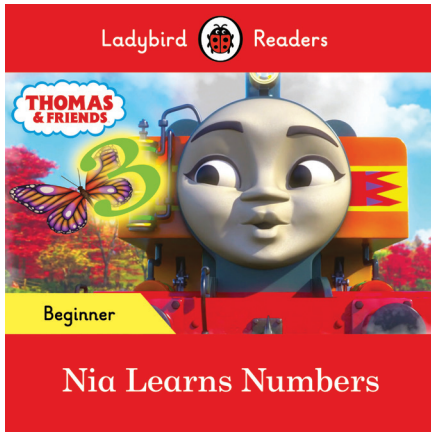


### Lesson Plan



Nia learns one, two, three . . .

CEFR Level First Phrases

Text type: modern story

Word count: 92

Lexile measure: 200L

## Lesson objectives

### Vocabulary focus

Numbers: *one, two, three, four, five, six, seven, eight, nine*

Verbs: *go(es), help, know(s), learn(s), love(s), say(s), see*

General: *butterfly, platform, please, sad, swan, tree*

Phrases: *Hello! Oh no! Well done! Yes, of course!*

### 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 download (UK/US) tracks 1–5

Phrase cards download 1–3

### Timing: 20–30 minutes

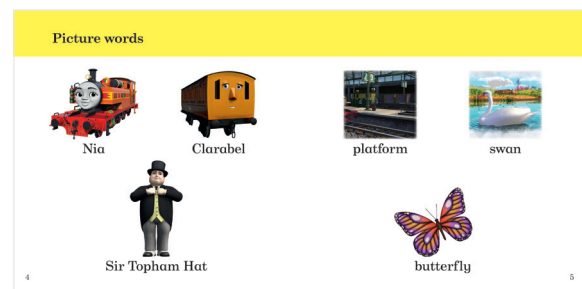
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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

Practice the numbers 1–9 with the children. Hold up two classroom objects, for example, two pencils, and ask: *How many [pencils] can you see?* Draw or display more objects, for example, five apples, and repeat the question. Award points to the first child to answer correctly. Display the numbers 1–9 in random order, and ask the children to help you order them. Say the numbers and get the children to repeat them after you. Encourage them to use their fingers to count the numbers.



Show the children the cover of the Reader, and introduce Nia. Read out the title and establish that she is going to learn about numbers. Ask the children to look at Reader pages 4–5. Show them the characters and read out the names. Ask questions, for example: *Which train is red? Who has a hat?* Check their understanding of the other vocabulary items.

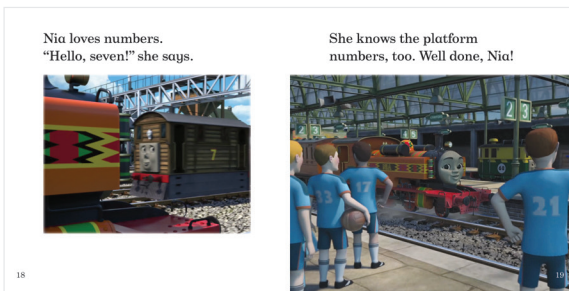
## During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and before reading the story, ask questions about the pictures to practice numbers.

For example, before reading page 7, ask:

*Is Nia at platform five or six?* Before reading page 15, ask: *What number is the butterfly?*

Make sure the children understand the ending of the story. Before reading page 19, ask: *What platform numbers can you see?*



## After reading

Play a game of *What's the number?* Draw a picture, for example, of two cars. Ask a child to come and write the correct number under the picture. Award points for correct answers, and extra points for correct spellings. Repeat with other items and numbers. Encourage the children to say: *Well done!* to reinforce this phrase in the story.

Give each child a card with a number from 1 to 9. Call out numbers randomly and ask all the children with that number to stand up. If time allows, prepare some cards for *Bingo!* and play a game.

Divide the children into three groups. Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in. When they hear the numbers *one*, *two* and *three*, they should hold up the appropriate number of fingers.

## Differentiation

### Extra support

Before the children do the activities on Reader pages 20–23, display the Phrase cards one by one. Help the children to order the cards according to the numbers.

### Extension

Fast finishers can write the numbers 1–9, and draw the correct number of items to go with each one. They can write the item beside each number, for example: *three balls*.