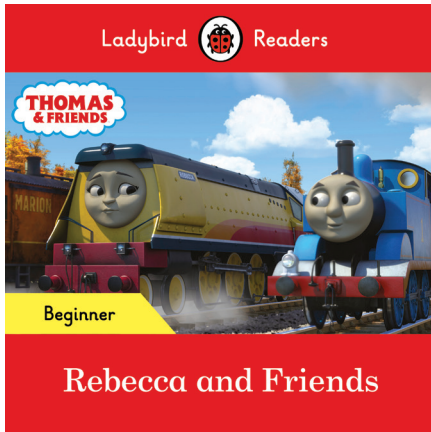


### Lesson Plan



Rebecca has a lot of friends!

CEFR Level First Phrases

Text type: modern story

Word count: 86

Lexile measure: 200L

## Lesson objectives

### Vocabulary focus

Adjectives: *happy, sad*

Verbs: *has/have, say(s)*

General: *crane, digger, water cannon*

Phrases: *Wow!*

### 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

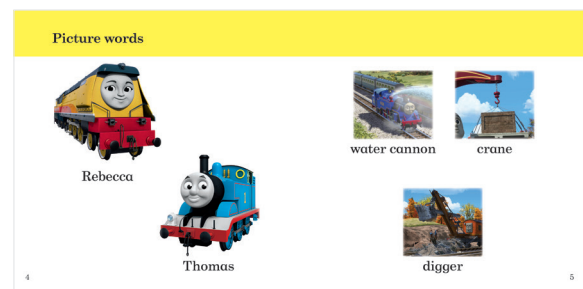
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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

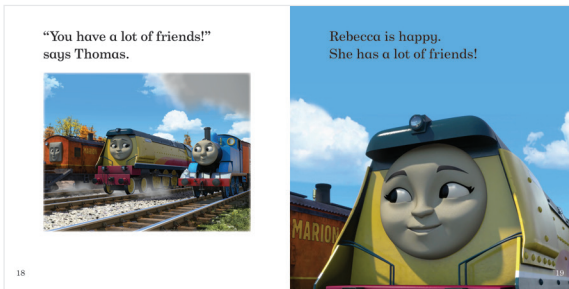
Choose a pair of friends in the class and say: *[Anna] and [Jo] are friends*. Demonstrate the meaning of *friend* by getting the children to smile and wave at each other. Repeat with other pairs. Show the children the cover of the Reader, but hide the title. If the children don't know Thomas, point to him and say: *This is Thomas*. Introduce the other train and say: *This is Rebecca*. Establish that Rebecca and Thomas are friends. Reveal the title, and read it out, and get the children to repeat it.



Ask the children to look at the picture words on Reader pages 4–5. Make statements about Rebecca and Thomas. Ask the children to tell you if they are true or false, and to correct the false ones. For example: *Rebecca is orange and green*. Go over the other picture words, and make sure that the children understand the meanings. Ask them to find the pages in their books relating to the picture words.

## During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and ask questions to check the children's understanding. Make questions with *has/have*. For example, after reading page 14, ask: *Does Rebecca have water cannons?* Mime a happy face and a sad face. Ask: *Is Rebecca sad or happy?* Make sure the children understand the ending of the story. After reading pages 18–19, ask: *Does Thomas help Rebecca? What does he say?*



## After reading

Divide the children into two teams – Thomas and Rebecca. Team Thomas asks questions, for example: *Do you have a digger?* Team Rebecca gives short answers, for example: *No, I don't.* Award points for correct questions and answers, then swap the teams around. For extra points, teams can ask questions about other trains in the story, for example: *Look at page 11. Does this friend have a crane?*

Talk about friends with the children. Ask: *Who are your friends? Do you help your friends? Do they help you?*

Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in. Every time they hear the word *friend(s)*, they should put up their hands.

## Differentiation

### Extra support

Help the children do the activities on Reader pages 20–23. Write two headings – *Rebecca has* and *Rebecca doesn't have*. Elicit the information and write it under the headings.

### Extension

Fast finishers can draw a picture of a friend and write sentences about him/her. For example: *This is my friend Ben. He has brown hair. He likes playing football.*