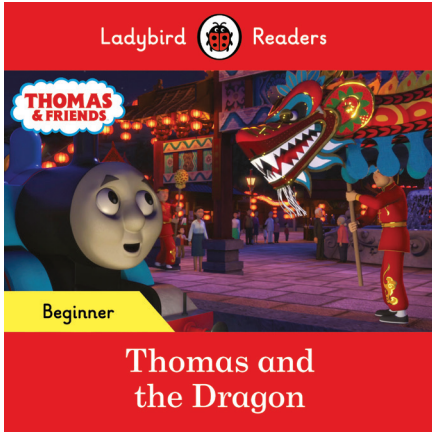


Lesson Plan



It is New Year in China!

CEFR Level First Phrases

Text type: modern story

Word count: 98

Lexile measure: 200L

Lesson objectives

Vocabulary focus

New Year: *dragon, lantern, lion, party*

Verbs: *drive, say(s)*

Prepositions: *in, on, under*

General: *China, people, town, train*

Phrases: *Happy New Year! No, thank you. OK.*

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

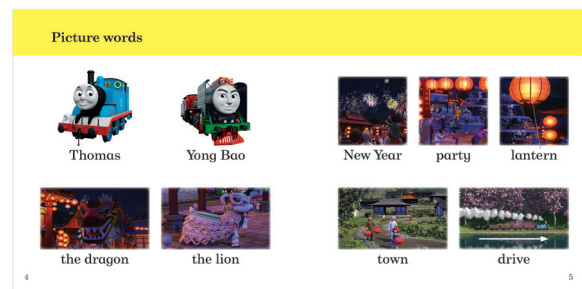
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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

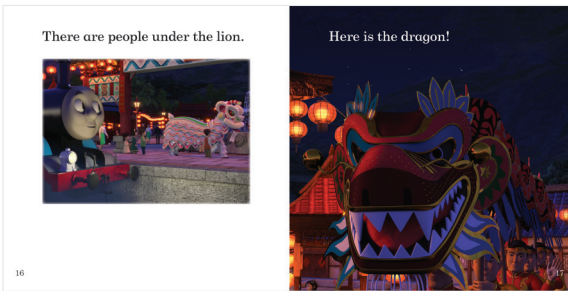
Show the children the cover of the Reader, but hide the title. If the children don't know Thomas, introduce him and say *This is Thomas*. Show them the dragon and say: *This is the dragon*. Establish that Thomas is in China, and that it is New Year. Explain that New Year is very important in China, and there are lots of big parties with dragons and lions. Reveal the title and read it out, and get the children to repeat it.



Ask the children to look at Reader pages 4–5. Go over the characters and other vocabulary items, and check the children's understanding. Read out the names and get the children to repeat them. Ask: *Which pictures are about New Year in China?* Point to the cover picture and ask: *What can you see?* Elicit *Thomas, the dragon, party and lanterns*.

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. For example, after reading page 9, ask: *Does Thomas want to drive the dragon? Why/why not?* Read out or play the story again. This time, focus on the prepositions *in*, *on* and *under*. For example, after reading Reader pages 16–17, ask: *Where are the people?* and elicit *under the dragon*.



After reading

Choose some classroom objects, or draw pictures and ask questions to practice prepositions. For example, draw a table with a cat under it. Ask: *Where’s the cat?* and elicit *under the table*. Repeat with other objects or drawings.

Talk about parties with the children. Ask: *Do you like parties? Do you like the New Year party in China? Would you like to go under the dragon or the lion?*

Divide the children into two groups – the dragon and the lion. Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in. When they hear the name of their animal, they should put up their hands.

Differentiation

Extra support

Before the children do the Reader activities on Reader pages 20–23, display the Phrase cards one by one, but with the words covered. Elicit the phrases and practice saying them.

Extension

Fast finishers can draw a picture of a Chinese New Year party. They can write sentences about things at the party, for example: *The lanterns are on the roof. The people are under the dragon.*