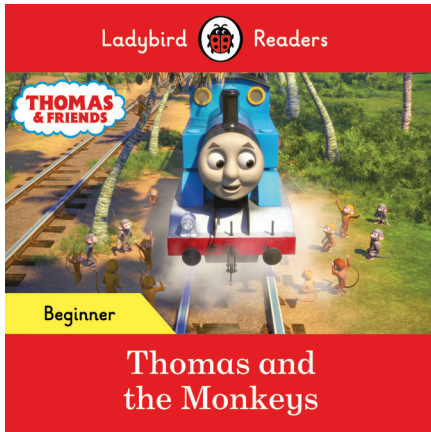


Lesson Plan



Thomas and the monkeys get coconuts.

CEFR Level First Phrases

Text type: modern story

Word count: 100

Lexile measure: 180L

Lesson objectives

Vocabulary focus

Verbs: *drive(s), fall, get(s), go, has/have, meet(s), say(s), stop(s)*

Prepositions: *for, from, in*

General: *coconut, happy, home, India, monkey, tree, truck*

Phrases: *Goodbye! Oh no! Thank you!*

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

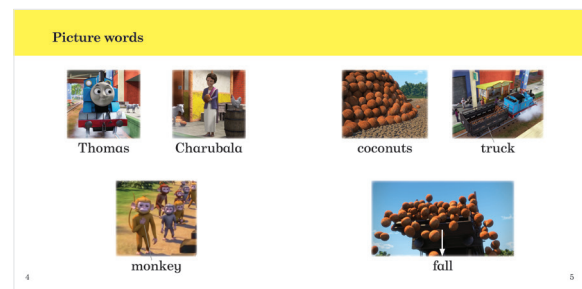
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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

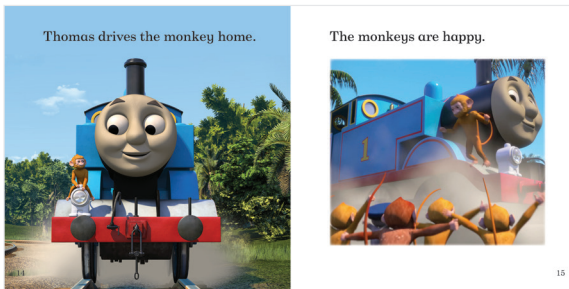
Show the children the cover of the Reader, but hide the title. If the children don't know Thomas, introduce him and say *This is Thomas*. Ask: *What is he looking at?* and teach or elicit *monkeys*. Establish that Thomas is in India and that the monkeys live there. Ask more questions, for example: *How many monkeys can you see? Are they big or small? What color are they?* 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. Say the names and get the children to repeat them after you. Ask: *Which pictures show coconuts?* Ask them to find the pages in the story where coconuts and monkeys appear. Make sure they understand the meaning of *fall*.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and check the children's understanding of characters and events. For example, after reading page 8, ask: *Who does Thomas meet?* Encourage the children to retell parts of the story. For example, after reading the ending of the story, ask: *How does Thomas help the monkey? How do the monkeys help Thomas? Is he sad/happy?*



After reading

Divide the children into teams. Display some sentences about events in the story, but put them in the wrong order. Ask teams to help you order the sentences correctly. Award points for correct answers.

Talk about monkeys with the children. Establish what they look like, for example: *They are brown with long tails.* Ask: *Do you like monkeys? What other animals do you like?*

Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in. Divide the children into two groups – monkeys and coconuts. When they hear the name of their group, 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. Help the children order them according to the story.

Extension

Fast finishers can draw a picture of their favorite part of the story, and label it. They can act it out with a partner. Alternatively, they can draw a picture of a monkey and write two or three sentences about it.