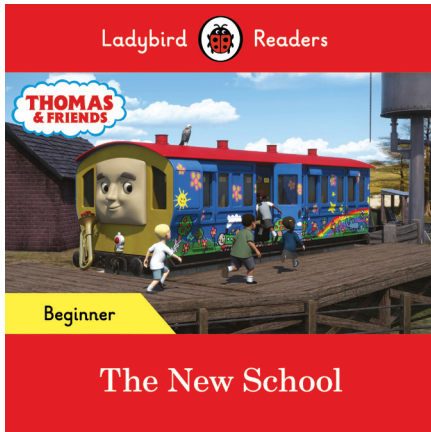


Lesson Plan



“I can find a new school!” says Duck.

CEFR Level First Phrases

Text type: modern story

Word count: 82

Lexile measure: 190L

Lesson objectives

Vocabulary focus

Adjectives: *new, old*

Verbs: *clean, find(s), have, look at, love, paint, say(s)*

General: *children, crane, school, storm*

Phrases: *Great! 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

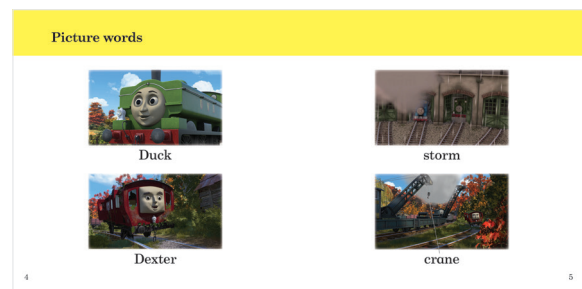
This is to be used as a general guide and will depend on group size, the pace of learning, and the children’s language ability.

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

Teach *new* and *old*, using classroom objects as examples. Choose a child and ask: *Is your [bag] new?* Repeat with different children and items. Show the children the cover of the Reader and introduce Dexter. Ask: *Is he happy or sad?* and elicit *happy*. Ask: *Who can you see?* and elicit *children*. Read out the title, and make sure the children understand *school*. Ask if they can guess where the new school is.



Ask the children to look at Reader pages 4–5. Go over the vocabulary items and get the children to repeat the names after you. Make statements, for example: *Duck is old*. Ask the children to tell you if they are true or false, and to correct the false ones. Make sure they understand *storm* and *crane*. Ask them to find the pages in the story which show pictures of these.

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. Begin questions with *Who?* *What?* and *Where?* For example, after reading page 17, ask: *Who paints Dexter?* Read the story again, and this time focus on the dialogue. For example, before reading pages 11–12, ask: *What does Dexter say?*



After reading

Divide the children into two teams and organize a quiz. Children from each team take it in turns to ask a question for the other team to answer. For example, a child from Team A can ask: *Who finds a new school?* Award points for correct questions and answers, and extra points for using different question words.

Talk about school with the children. Ask: *Do you like your school? Is it new or old? Can Dexter be a good school, do you think?*

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. Each group can sing a different verse. Encourage them to mime *look* and *paint*.

Differentiation

Extra support

Before the children do the 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 their school. Alternatively, they can draw their classroom, and label some new and old classroom objects.