

Lesson Plan



Hitch stops the ponies' magic. Magic can be good and bad!

CEFR Level First Stories

Text type: modern story

Word count: 116

Lexile measure: 240L

Lesson objectives

Vocabulary focus

Verbs: *fall(s)*

General: *berry, magic, pony(ies), sticker*

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 Hitch, introduce him and say: *This is Hitch*. Show the other ponies and ask questions, for example: *How many ponies can you see? What color are their eyes/hair?* Reveal the title and read it out. Mime or explain magic and make sure the children understand what it means.



Ask the children to look at Reader pages 4–5 and go over the characters and vocabulary items. Read out the names and get the children to repeat them. Find a child with a sticker on their bag, or draw or display a sticker, and check for understanding. Mime *falls*. Ask the children to find the pages in the book with the characters and other items in the picture words.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and encourage the children to look at the pictures. Ask questions to check the children's understanding of the sequence of events. For example, after reading Reader page 6, ask: *Are the Pippysqueaks OK with the magic?* and elicit *no*. Then, ask the children to look at Reader page 7, and ask the same question but elicit *yes*. Make sure they understand that Hitch has stopped the magic in the second picture. Give practice with the phrases *I/we love the magic*. on Reader page 12 and Reader page 9.



After reading

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

Talk more about the story with the children.

Ask: *Do you like the magic in the story?*

Why/why not? Ask more questions about magic, for example: *Do you like magic? Do you think magic is good or bad?*

Divide the children into two groups. Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in.

When they hear the word, *magic*, they can stand up. Swap the groups around and repeat.

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 ask the children to help you put them in the order in which they appear in the story.

Extension

Fast finishers can work in pairs or small groups. They can act out one or more of their favorite scenes from the story.