

Lesson Plan



Hitch is the sheriff. Sunny makes smoothies.
It is easy!

CEFR Level First Stories

Text type: modern story

Word count: 101

Lexile measure: 300L

Lesson objectives

Vocabulary focus

Adjectives: *difficult, easy*

General: *again, job, pony(ies), sheriff, smoothie(s)*

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

Talk about smoothies with the children.

If possible, bring a smoothie to show the children or draw a picture. Make sure they understand what a smoothie is—a healthy drink made in a blender using fruits, vegetables, milk, yogurt, or ice cream. Ask: *Do you like smoothies? What smoothies do you like? Can you make smoothies?*

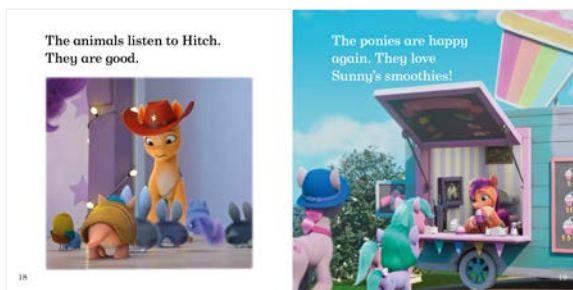
Show the children the cover of the Reader, but hide the title. Introduce Sunny and establish that she is making smoothies. Reveal the title, read it out, and get the children to repeat it.



Ask the children to look at Reader pages 4–5 and go over the characters and vocabulary items. Ask: *Which pictures show ponies?* Show them the picture of the sheriff's badge and make sure they understand what it is. Explain that Hitch is the sheriff, who helps to keep the ponies safe. Ask the children to find the pages in the book with pictures of the characters and other items.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages to check the children's understanding of the characters and events. Encourage them to predict what will happen next in the story. For example, after reading Reader pages 10–11, ask: *Do you think Hitch can make smoothies? Can Sunny be the sheriff?* Encourage the children to find the answers as they read the rest of the story. Give practice with opposite adjectives. For example, after reading Reader pages 18–19, ask: *Are the animals good or bad? Are the ponies happy or sad?*



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 find them in the story.

Extension

Fast finishers can work in pairs. One is Hitch and the other is Sunny. They can act out some of the scenes from the story.

After reading

Divide the children into two teams—Hitch and Sunny. Team Sunny asks Team Hitch a question, for example: *Can you be the sheriff?* Team Hitch responds with a short answer, for example: *Yes, I can.* Award points for correct questions and answers, then swap the teams around. Award extra points for questions with adjectives.

Talk more about smoothies with the children. Ask questions relating to their own lives, for example: *Can you make smoothies? Do you think it is easy or difficult? What is your favorite smoothie?*

Divide the children into two groups—Hitch and Sunny. Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in. Each group can sing the lines about their character, then both groups can sing the final line of the song.