

Lesson Plan



How can Izzy make presents for her friends?

CEFR Level First Stories

Text type: modern story

Word count: 81

Lexile measure: 230L

Lesson objectives

Vocabulary focus

General: *bike, pony(ies), present(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 presents with the children. If possible, display or draw a present. Ask questions, for example: *Do you like presents? What presents do you like? Do you make presents for your friends? What presents do you make?* Show the children the cover of the Reader, but hide the title. If the children don't know Izzy and Sunny, introduce them and say: *This is Izzy. This is Sunny.* 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. Say the names and get the children to repeat them. Make statements and get the children to tell you if they are true or false. For example: *Izzy has green hair. The bike is old. The present is pink and yellow.*

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 the events. For example, after reading Reader pages 14–15, ask: *What does Izzy see?* Make sure the children understand the ending of the story and how the bike helps Izzy to make presents for her friends. Give practice with verbs and questions and answers with *I can*. For example, after reading Reader pages 18–19, ask: *Can you make presents for your friends, Izzy?* Elicit *Yes, I can!*



After reading

Divide the children into two teams. Display some sentences from the story with true or false information, and ask each team, in turn, to correct the false information. For example: *Sunny loves making presents*. Award points for correct answers, then ask each team, in turn, to continue the game and make up true or false sentences for the other team to correct.

Talk more about presents in the story with the children. Ask: *Do you like Izzy's presents?* Talk about the children's own lives, for example, ask: *Can you make presents for your friends?* Elicit some of the children's favorite presents and make a list.

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. Encourage them to mime the phrases, *Here is a present for you!* and *I can see a bike*.

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 help the children act out the scenes.

Extension

Fast finishers can draw a picture of a present they have received, or a present they would like to make for a friend, and write sentences about it. For example: *This is a bag for [Ben].*