

Lesson Plan



“Can we have a garden?” asks Sunny.

CEFR Level First Stories
Text type: modern story
Word count: 115
Lexile measure: 290L

Lesson objectives

Vocabulary focus

General: *pony(ies)*, *special*, *vegetables*

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 gardens with the children. Ask questions, for example: *Do you like gardens? Do you have a garden? What is in it?* Show them the cover of the Reader, but hide the title. If the children don’t know Sunny, introduce her and say: *This is Sunny*. Reveal the title and read it out. Explain that Sunny wants a garden. Ask the children what they think she can put in her garden.



Ask the children to look at Reader pages 4–5 and go over the characters and vocabulary items. Help them to differentiate between Sunny and Izzy, for example: *Izzy has long blue hair*. Go over the vocabulary items on page 5 and make sure the children understand the meaning of *special*. Show them the Alicorn and explain that they are special kinds of pony characters. Ask the children to find the picture where Sunny becomes an Alicorn.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and, before reading the story, ask the children to cover the text and look at the pictures. Ask questions about the pictures to help with the children's understanding of the story. For example, before reading Reader page 13, ask: *Is Sunny happy or sad?* Then, ask the children to read the text and check if they were right. Give practice with *can* and *have*. For example, ask: *Can Sunny have a garden?* and elicit: *Yes, she can.*



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: *Can Sunny have a garden?* Award points for correct questions and answers, and extra points for questions which include *can* and *have*.

Talk about fruit and vegetables with the children. Ask: *Do you like fruit/vegetables? What fruit/vegetables do you like?* Ask about other foods the children like and make a list.

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. When they hear *garden*, they can put up their hands. 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 find them in the story.

Extension

Fast finishers can draw a picture of a garden and write sentences about it. They can draw and label things in the garden, for example, a tree, a flower, and a bird.