

## Lesson Plan



There is a storm. Can Sunny help the ponies with her magic?

CEFR Level First Stories

Text type: modern story

Word count: 94

Lexile measure: 250L

## Lesson objectives

### Vocabulary focus

Verbs: *fly(ies)*

General: *hole, magic, pony(ies), storm*

### 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

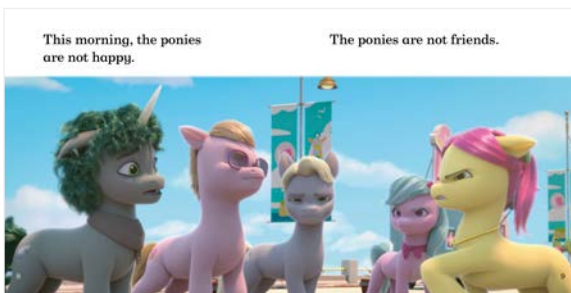
Show the children the cover of the Reader, but hide the title. If the children don't know Sunny, introduce her and say: *This is Sunny*. Ask questions about her, for example: *Where is she? What is she doing? Does she look happy or sad?* Reveal the title and read it out. Explain that Sunny is in a storm and make sure the children understand what that is. Talk more about storms with the children. Ask: *Do you like storms? Why/why not?*



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. Mime *flies* and encourage them to mime it with you. Explain *magic* and *hole* and check their understanding. Ask them to find the pages in the story that show pictures of these vocabulary items.

## 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 questions about the pictures and encourage the children to predict what is going to happen next. For example, before reading Reader pages 16–17, ask: *Do you think Sunny's magic can help the ponies?* Give practice with the negatives of *is* and *are*. Encourage the children to find examples of these in the text, for example, on Reader pages 8–9: *The ponies are not happy. This is not good for the magic.*



## After reading

Divide the children into two teams. Display some sentences from the story, but containing a word with the letters jumbled up. For example: *There are games and scium.* Ask the children to help you sort out the jumbled letters. Award points for correct answers, then ask each team, in turn, to choose some other words from the story for the other team to sort out.

Talk more about the story with the children. Ask: *Do you like this story? Why/why not? Do you like Sunny? How does she help the ponies?* Play a game of Hangman to reinforce the vocabulary in the story.

Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in. Mime a happy face and a sad face, and encourage the children to mime them with you as they sing. Help them to mime the other actions in the song, like Sunny flying into the hole.

## 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 practice saying them. Ask the children to help you order them.

### Extension

Fast finishers can draw and label a picture of the ponies and events at Maretime Bay Day.