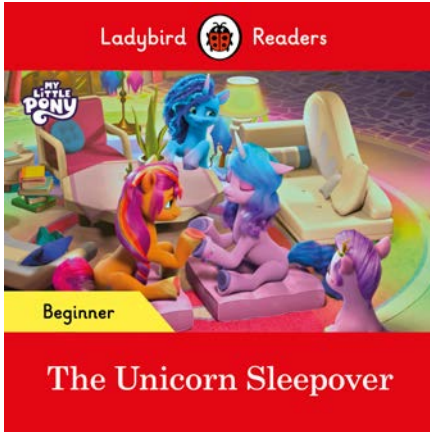


Lesson Plan



Izzy finds a friend and has a sleepover.

CEFR Level First Stories

Text type: modern story

Word count: 91

Lexile measure: 260L

Lesson objectives

Vocabulary focus

General: *pony(ies)*, *sleepover*, *song*, *unicorn*

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 and ask: *Who can you see in the picture? Where are they? What are they doing?* Show Izzy and establish that she is having a sleepover for her friends. Explain that she has invited them to stay the night at her house and have fun playing games, singing songs, and eating food. Read out the title and get the children to repeat it. Explain the meaning of *unicorn*. Ask the children to find the unicorns in the picture.



Ask the children to look at Reader pages 4–5 and go over the characters and vocabulary items. Show Izzy and Misty and establish that they are not ponies, but unicorns. Talk more about unicorns with the children. Show the children the horns growing from their heads. Explain that, although ponies and unicorns are different, they are good friends. Read out the names of the vocabulary items and get the children to repeat them.

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 sequence of events. Ask questions about the characters in the story, for example: *Are Izzy and Misty ponies or unicorns? Are they friends? What does Izzy ask Misty to do?* Ask more questions to give practice with simple verbs, as on Reader pages 16–17. For example, ask: *What do the ponies do at the sleepover?* Encourage the children to make sentences using *eat, sing, talk, play, and sleep*.



After reading

Divide the children into two teams. Display some verbs from the story one by one and ask each team, in turn, to give you a sentence with that verb. For example, display *love*. Team A can give you the sentence *I love sleepovers*. Award points for correct answers.

Talk about Izzy and Misty with the children. Ask: *Why does Izzy want a unicorn friend?* Talk more about friends. Ask: *What do you like doing with your friends?* and make a list of activities.

Play the song (Audio track 5) on Reader page 24, and encourage the children to listen and join in. When they hear *sleepover*, 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 help the children act out the scenes.

Extension

Fast finishers can act out a sleepover. They can invite their friends to the sleepover and act out making food, singing songs, playing games, and sleeping.