

Lesson Plan



Zipp and Pipp go to the beach. Can they find a flower?

CEFR Level First Stories

Text type: modern story

Word count: 107

Lexile measure: 210L

Lesson objectives

Vocabulary focus

Verbs: *send, take (pictures)*

General: *fun, petals, phone, rocks*

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 Zipp and Pipp, introduce them and say: *This is Zipp. This is Pipp*. Explain that Zipp and Pipp are sisters. Show the children the flower and ask: *What is this?* Elicit that it is a flower and ask more questions, for example: *What colors is it?* Ask: *Where are Zipp and Pipp?* and establish that they are at the beach.



Ask the children to look at Reader pages 4–5 and go over the characters and vocabulary items. Help them to differentiate between Zipp and Pipp. Read out the names of the vocabulary items and get the children to repeat them. Ask: *Which picture shows a phone? Which pictures shows petals/rocks?* Mime having fun and make sure the children understand.

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 look at the pictures and cover the text. Ask questions about the pictures to check their understanding. For example, before reading Reader pages 8–9, ask: *What do Zipp and Pipp see on the beach?* Elicit *petals* then ask them to read the text to see if they were right. Focus on the phrases with *fun* in the story. Give practice saying: *This is fun*, *This is not fun*, and *The beach is fun!*



After reading

Divide the children into two teams. Display sentences from the story with true or false information and ask the children to correct the false information. For example: *Zipp and Pipp find a flower on the beach.* Award points for correct answers, then ask the children to continue the game.

Talk about having fun with the children. Ask: *Do you like having fun? What do you do to have fun?* Elicit some activities and make a list.

Divide the children into four 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 *fun*, 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 order them.

Extension

Fast finishers can draw and label a picture of a beach. Alternatively, they can draw pictures of activities they and their friends do to have fun.