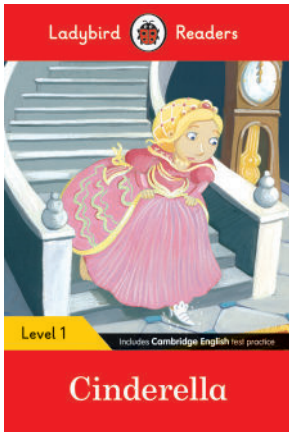


## Lesson Plan



A beautiful lady comes to Cinderella's house. She makes Cinderella a dress. Now, Cinderella can go to the ball!

CEFR Level Pre-A1

YLE Starters

Text type: traditional tale

Word count: 206

Lexile measure: 300L

## Lesson objectives

### Vocabulary focus

People: *lady, mother, prince, sister*

Places: *ball, castle*

Clothes: *dress, shoe*

Adjectives: *beautiful, small*

Verbs in the present simple: *clean, come, dance, find, make, marry, put, wear*

### Grammar focus

Question words

Present simple

### Reading skills

Identifying the sequence of events

### Cross-curricular connections

Art (designing an invitation)

Music (song)

### Resources

Reader

Flashcard download 1–11

Audio download (UK/US) tracks 1, 3, 4

### Timing: 40–60 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 10 minutes for **Before reading**, 20 minutes for **During reading** and 10 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. Point to the girl and ask questions, for example:

*Who is this? What is she wearing? What color is her hair/dress/shoe? What is she doing?*

Reveal the title and elicit that the girl is Cinderella. Find out if the children already know the story.

Ask the children to look at Reader pages 4–5. Introduce the characters and ask questions to make sure that the children can identify each person, for example: *Who are Cinderella's sisters?*

Make statements about the pictures and ask the children if they are true or false.

For example:

*Cinderella has yellow hair. The prince is at the window. Clorinda is wearing a pink dress.*



## During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After every couple of pages, stop and ask questions beginning with *Where? Who? What? How many?* For example:

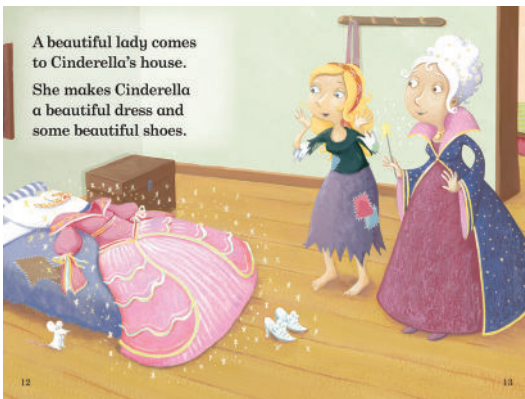
*How many people are in the picture?*

*Who are they?*

*What is Cinderella doing?*

Read out or play the story again. Encourage the children to create a dialogue to make the characters more real. For example, for pages 12–13, ask:

*What is the beautiful lady saying? What is Cinderella saying? Suggested dialogue: Do you like this dress? Yes, it's beautiful. Pink is my favorite color.*



## After reading

Display sentences about the main events in the wrong order. Ask the children to sequence the sentences correctly to retell the story.

Use the Flashcards as clues. For example:

Flashcard 9: *The prince dances with Cinderella at the ball.*

Flashcard 12: *The prince and Cinderella marry.*

The children can do the following activities to focus on question words:

- Reader activities: 5, 7, 8, 9, 11, 14, 16, 18 (Audio track 3)

The children can do the following activities to focus on sequencing actions in the present simple:

- Reader activities: 2, 7, 10, 13

To reinforce the sequence of events in the story, play the song (Audio track 4) a couple of times. Encourage the children to follow in their book and join in.

Divide the class into four groups, and give each group one of the following Flashcards: Cinderella; the prince; Clorinda; Grizelda. When each group hears the person on their Flashcard mentioned, they should stand up and sing their part.

## Differentiation

### Extra support

At the beginning of the lesson, display these Flashcards: castle, Cinderella, Clorinda, Grizelda, mother. Help the children to identify these items and characters on Reader pages 6–7.

Encourage them to point out anything else they know in the picture.

### Extension

Fast finishers can design invitations to a ball at the prince's castle. They can also draw a picture on their invitation.

