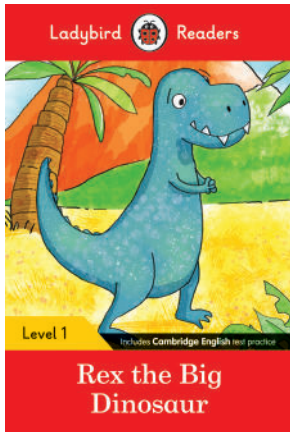


Lesson Plan



Rex is a big dinosaur. He sees some small dinosaurs. They are playing. “Can I play, too?” asks Rex.

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 225

Lexile measure: 280L

Lesson objectives

Vocabulary focus

Adjectives: *big, happy, red, sad, small*
Verbs in the present simple: *ask, fly, go, hear, like, open, play, roar, run, say, see, show*
Pronouns: *he, him, I, it, them, they, us, we, you*
General: *again, dinosaur, mouth, please, teeth*

Grammar focus

Pronouns

Reading skills

Making predictions

Cross-curricular connections

Art (draw a dinosaur)

Music (song)

Science (dinosaurs)

Resources

Reader

Flashcard download 1–5

Audio download (UK/US) tracks 1, 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. Point to Rex and say: *This is Rex*. Read out the title, and ask: *What is Rex?* Establish that he is a dinosaur. Ask:

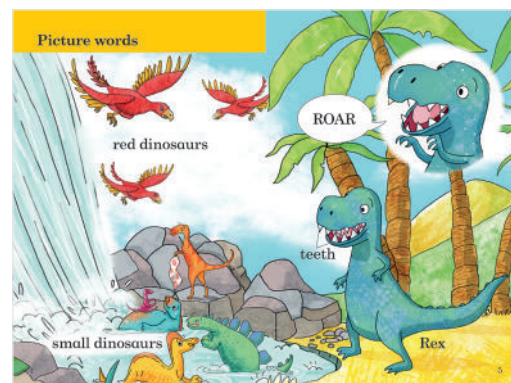
What do you know about dinosaurs?

What color is Rex? Is he big or small?

Point to his teeth and ask: *What are these?*

Establish that they are big teeth. Ask: *Do you like Rex? Do you like Rex’s teeth?*

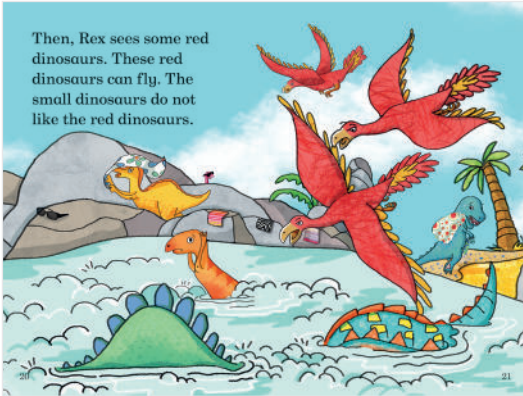
Ask the children to look at Reader pages 4–5. Point to the two groups of dinosaurs, and ask the children: *Which are the red/small dinosaurs? How many red/small dinosaurs can you see?* Ask more questions, for example: *What are the red dinosaurs doing? Where are the small dinosaurs?*



Ask the children to point to the big dinosaur, and ask: *What is the big dinosaur’s name?* Demonstrate a roar, then encourage the children to roar with you.

During reading

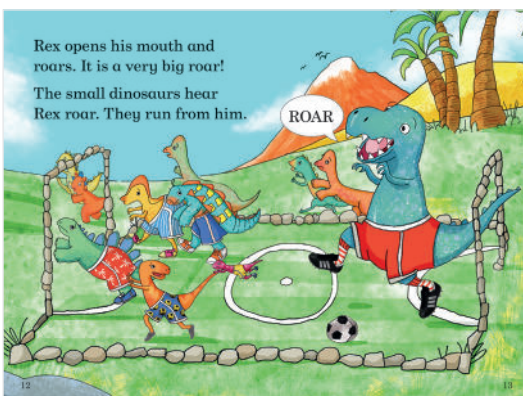
Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. Every few pages, stop and ask the children to make predictions about what will happen next. For example, stop after Reader pages 20–21, and ask: *Then what does Rex do?* and elicit *He runs behind the red dinosaurs and roars.*



Read out or play the story again. Every few pages, stop, and ask questions to check the children's understanding. Encourage them to give complete answers using the pronouns *he* or *they*. For example, ask: *Does Rex like playing with the small dinosaurs?* and elicit *Yes, he does.* Ask: *Do the small dinosaurs like his roar?* and elicit *No, they don't.*

After reading

Mime an action from the story, such as flying, and ask: *Who does this?* Ask the children to mime more actions for the other children to guess. Encourage the children to look at the pictures for ideas. For example, show them the picture of Rex roaring on Reader page 13.



The children can do the following activities to focus on pronouns: 5, 10, 13, 14, 15, 16.

Play the song (Audio track 4) on page 47. Make three word cards labelled: *Rex*, *small dinosaurs*, *red dinosaurs*. Divide the children into three groups and give each group a different word card.

Ask the groups to listen to the song and stand up when they hear the name on their card. They can all stand up when they hear the word *roar*. Repeat the activity a few times, and give the children a different name to listen out for each time.

Differentiation

Extra support

Show the children Reader pages 20–21. Point out the three groups of characters: Rex, the small dinosaurs, and the red dinosaurs. Talk about each group with the children. Ask: *Do you like the small dinosaurs?* *Do you like the red dinosaurs?* Help them to label as many things in the picture as they can.

Extension

Fast finishers can draw a picture of a dinosaur and label it. They can talk to you or the other children about their dinosaur.