

Lesson Plan



Sui-Ming wanted to draw, and one day he found a magic paintbrush. “My paintbrush must help people,” said Sui-Ming.

CEFR Level A1

YLE Movers

Text type: traditional tale

Word count: 327

Lexile measure: 450L

Lesson objectives

Vocabulary focus

Animals: *bird, butterfly, snake*

People: *emperor, family, old man, parents, students, teacher*

Places: *forest, prison, river, school, sea, village*

Verbs in the past simple: *drew, flew, got, learned, lived, painted, ran, saw, sent, shouted, sold, stood, thought*

General: *bread, crown, flower, magic, money, paintbrush, ship, wind, wood*

Grammar focus

Past simple

Reading skills

Vocabulary development

Cross-curricular connections

Art (finger puppets)

Music (song)

Resources

Reader

Flashcard download 1–12

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.

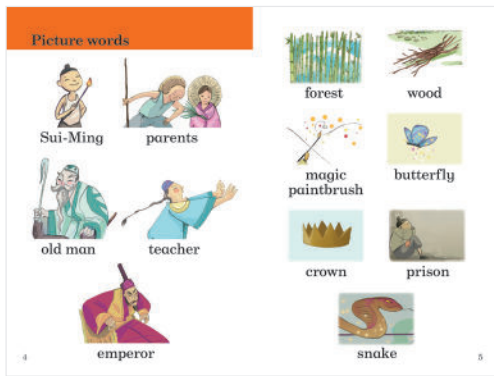
Lesson plan

Before reading

Show the children the cover of the Reader. Point to the boy and ask: *What is he doing?* Elicit or establish: *He is painting.* Ask: *What is he painting?* and elicit *a flower.* Ask more questions, for example: *What colour are the flowers?* Introduce the boy as Sui-Ming, and explain that this story is very old, and takes place in a country that is probably China. Reveal the title and make sure that the children understand *paintbrush* and *magic*. Ask if they can guess why the paintbrush is magic.

Talk about drawing and painting with the children. Ask: *Do you like drawing and painting? What do you like to draw and paint?*

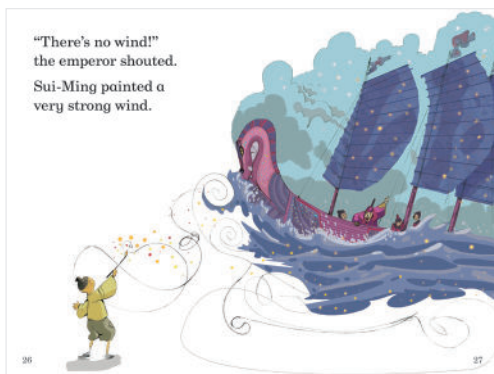
Ask the children to look at Reader pages 4–5 and go over the characters, places and other items, making sure that the children understand the meanings. Ask questions about the people, for example: *Who is holding a paintbrush? Which picture shows two people?*



During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. Every few pages, stop and check their understanding of the main events. Focus on what the people in the story did, and encourage the children to reply using the past simple tense. For example, after Reader pages 14–15, ask: *What did Sui-Ming find? What did he paint?*

Read out or play the story again. Focus on some of the pictures, for example, the picture of the emperor with the snakes on Reader page 21, and ask the children to tell you what happened, using the simple past tense. Check that the children understand what happened at the end of the story. Show them Reader pages 26–27, and ask: *What did Sui-Ming paint? What happened to the emperor and his ship?*



After reading

Divide the class into two teams. Display a word from the story but with the letters jumbled up. Ask a child from Team A to tell you the word, and spell it. Write the word as they spell it, and if correct, award points. If incorrect, ask a child from Team B to spell the word.

The children can do the following activities to practice the simple past and reinforce vocabulary development: 1, 2, 4, 6, 7, 8, 14, 16. Play the song (Audio track 4) on page 47. Encourage the children to listen and join in.

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–12 one at a time. Ask them to find a page in the Reader where the picture appears. Help them to arrange the Flashcards in the order they appear in the story.

Extension

Fast finishers can make finger puppets of Sui-Ming and the emperor. Divide them into pairs. One child is Sui-Ming and the other is the emperor. Ask them to act out the scenes in the story between the two characters, using their finger puppets.