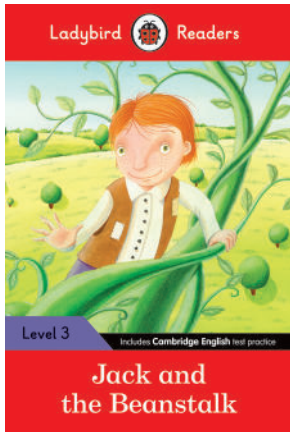


Lesson Plan



Jack got some magic beans that grew into a giant beanstalk! When Jack climbed the beanstalk, what did he find at the top of it?

CEFR Level A1+
YLE Movers
Text type: traditional tale
Word count: 584
Lexile measure: 480L

Lesson objectives

Vocabulary focus

People: *man, mother, woman*

Adjectives: *angry, giant, golden, poor*

Verbs: *climb, come, cut down, eat, find, get, give, go, grow, meet, open, put, say, see, sit, take, throw, walk, wake up, want, watch*

Question words: *How many, What, Where, Who, Why*

General: *bean, beanstalk, cow, cupboard, harp, hen, market, money, top*

Grammar focus

Question words

Reading skills

Identifying the characters and what they say

Cross-curricular connections

Art (stick puppets, props, and scenery)

Music (song)

Social studies (good and bad behavior)

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 and read out the title of the story. Then point to the picture and say:

This is Jack. This is a beanstalk. Do you know this story?

If they say yes, ask:

Who is Jack? Why is he standing next to a beanstalk? What happens in the story, can you remember?

Ask the children to look at Reader pages 4–5 and introduce the vocabulary to them.

Encourage them to guess what the words *giant* and *golden* mean by looking at the pictures.

Describe the five characters and ask the children to identify them, for example:

He's a boy. He's got red hair.

She's wearing a red dress. She's got a son.

He's got a beard and he's wearing a brown shirt.



During reading

Read out the story or play the recording (Audio track 1). Ask the children to follow in their Reader.

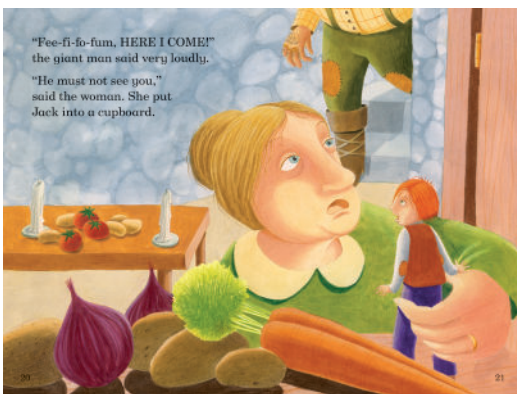


After every few pages, stop and ask questions to check the children's understanding. Focus on using question words, for example:

- How many magic beans did the man give Jack?*
- What did Jack do with the magic beans?*
- Why was Jack's mother angry?*
- What did she do with the magic beans?*
- Who lived in the giant house?*
- Where did the giant woman put Jack?*

Assign each of the five characters to a group of children. Read out or play the recording of the story again. Ask the children to stand up each time their character speaks.

Encourage the 'giant man' group to join in with *Fee-fi-fo-fum, HERE I COME!* each time.



After reading

Write the names of the five characters on the board, and ask questions to elicit their names as

answers, for example:

- Who wanted to buy the cow?*
- Who climbed the beanstalk?*
- Who put Jack into a cupboard?*
- Who had a little hen?*

Play a game with the children to encourage them to identify what different characters say. Read out some text that is spoken in the story and ask: *Who says this?* You can do this in the order of the story and then do it again in a different order to make it more challenging.

The children can do the following activities to focus on what the characters say: 6, 9.

The children can do the following activities to focus on question words: 5, 12, 14, 16.

To practice identifying what characters say, play the song (Audio track 4) on page 63 and ask the children to follow in their Reader. Play the song again and ask one group of children to stand up when they hear the giant man sing, and another group to stand when they hear Jack's mother sing. Repeat the activity a few times, and swap the groups around.

Differentiation

Extra support

Do the question word activities out loud with all the children, before asking the children to write the answers down.

Extension

Fast finishers can make stick puppets of the characters as well as props such as beans, a beanstalk, money, a hen, eggs, or a harp. In groups, they can use these props to act out the story. They should read out or tell the story, with different children speaking for each character.