

### Lesson Plan



It is Christmas, and the toymaker gives Clara a present.  
The present is the Nutcracker! Clara has a dream.  
She flies to Candy Land!

CEFR Level A1

YLE Movers

Text type: traditional tale

Word count: 300

Lexile measure: 440L

## Lesson objectives

### Vocabulary focus

Adjectives: *beautiful, big, closed, favorite, great, hungry, nice, small, warm*

Foods: *apple, cake, candy, chocolate*

People and places: *Candy Land, Clara, Nutcracker, Sugarplum Fairy, toymaker*

Verbs in the past simple: *ate, danced, flew, made, said, sang, sat, saw, smiled, thought, threw, was/were, woke*

General: *ball, Christmas, clock, dream, dress, feet, midnight, mouse, noise, paper, party, present, sleigh, snow, tree, well done*

### Grammar focus

Prepositions of place: *above, after, at, below, for, in, next to, to, under*

### Reading skills

Identifying characters and places

### Cross-curricular connections

Art (drawing a picture)

Social studies (giving and receiving)

Music (song)

### Resources

Reader

Activity Book

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

Flashcard download 1–10

### 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. Ask some general questions, for example: *Is it winter or summer? Is it day or night?* Point to the moon, stars, and snow and elicit the words. Reveal the title and read it out. Point to the Nutcracker and explain he is magical. Introduce Clara, then show the sleigh and teach the word. Explain that a sleigh is used for traveling in snow, but this one is unusual because it is flying. Ask: *Have you ever seen snow? Do you like it? Would you like to go in a sleigh? Where are Clara and the Nutcracker going, do you think?*

Ask the children to look at Reader pages 4–5 and go over the characters and other vocabulary.



Ask questions about the characters, for example: *Who is wearing a hat? Who is holding a present?* Make statements and ask the children to identify which picture you are referring to, for example: *This can travel over snow. We give presents at this time.* Give the children a few minutes to study the pictures, then hold up the Flashcards of the characters one by one, but with the names covered. Ask the children to name them without referring to their books.

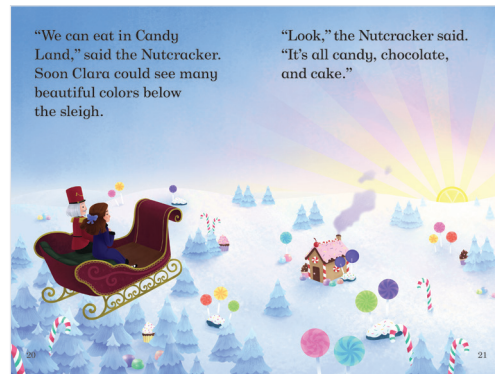
## During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every few pages, stop and focus on the characters and places. For example, after Reader pages 8–9, ask: *What/who can you see in this picture? Where are these people? Who is giving a present? Who is he giving it to?*



Focus on the dialogue and ask *What is the toymaker saying to Clara? What is Clara saying?*

Read out or play the recording of the text again. Continue asking questions about characters and places. Display some prepositions of place, for example: *above, at, below, in, next to, under.* Stop and ask questions to illustrate and/or elicit different prepositions. For example, after Reader pages 20–21, ask: *What can we see below the sleigh?* and elicit: *Candy Land.*



Check the children’s understanding of the ending of the story. Ask: *Was the story a dream, do you think? Was the Nutcracker real?*

## After reading

Divide the children into four teams. Give each team a Flashcard of one of the four characters. Ask: *Who is this? What does he/she do in the story?* Award points for correct answers. Ask the children to look back through the story, and tell you three things about their character. For example, for the Sugarplum Fairy: *She has a candy dress. She lives in Candy Land. She likes dancing.* For extra points, ask teams to make up questions they would like to ask another team’s character. For example, for the toymaker: *What toys do you make?* Award points for correct questions and answers.

Talk about presents with the children. Ask them to think of a favorite present they have received. Ask: *What was it? Who gave it to you? When did you get it? Why did you like it?* Discuss the Nutcracker. Ask: *Do you like him? Was he a good present for Clara? Would you like a present like him? Where would you ask him to take you?*

The children can do the following activities to focus on the characters and places in the story.

- Reader activities: 1, 3, 5, 6, 11, 13, 14
- Activity Book activities: 3, 7, 8, 11, 13 (Audio track 3), 14

Play the song (Audio track 4) on Activity Book page 16. Encourage the children to listen and join in. Divide the class into three groups and ask each group to sing a different verse. The whole class can sing the chorus.

## Differentiation

### Extra support

Before the children do the Reader and Activity Book activities, display the Flashcards of the characters again, but cover each name. Ask: *Who is this?* Show the children Reader pages 16–17 and ask them to label as many things as they can, for example: *Clara, the Nutcracker, sleigh, snow, house, tree, window, moon, stars.*



### Extension

Fast-finishers can draw a picture of a favorite present. They should give their picture a title, for example, *My New Bike*, and write some sentences about it. For example: *My mom and dad gave me a bike for my birthday. It's red. I like riding it in the park.*