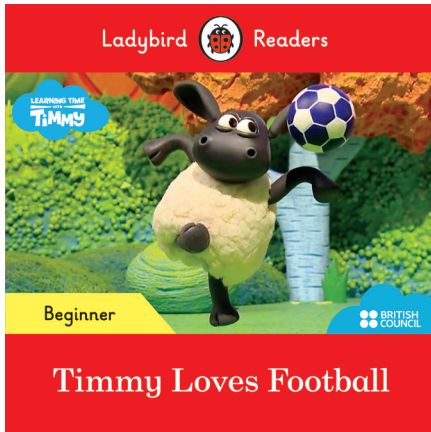


Lesson Plan



Timmy and his friends play football.

CEFR Level First Phrases

Text type: modern story

Word count: 83

Lexile measure: 170L

Lesson objectives

Vocabulary focus

Football: *ball, goal*

Verbs: *give, go, has, kick, love, play*

General: *friend, sad*

Aims

- Understand conversational phrases
- Read/listen and respond to the story
- Follow a repeated sequence of events
- Recognize key words in context

Resources

Reader

Audio (UK/US) tracks 1–5

Phrase cards 1–4

Timing: 20–30 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 5 minutes for **Before reading**, 15 minutes for **During reading**, and 5 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. If the children don't know Timmy, point to him and say: *This is Timmy*. Point to the ball and teach or elicit that it is a football. Ask: *Is Timmy happy?* and elicit *yes*. Establish that this is because he loves football. Reveal the title, and get the children to repeat it after you. Choose a child and ask: *Do you love football?* and elicit *yes, I do* or *no, I don't*. Repeat with other children, then get them to practice the question and answer with a partner.



Ask the children to look at Reader pages 4–5 and go over the characters and the other words. Mime *kick* and check the children's understanding of *goal*. Ask questions, for example: *Who is in goal? Who is kicking the football?* Give them a few minutes to look at the pictures, then make true or false statements, for example: *Timmy is in goal*. Ask the children to correct the false statements and award points for correct answers.

During reading

Read out or play the recording of the text (Audio track 1). Stop after every couple of pages and ask questions about what is happening.

For example, after Reader pages 8–9, ask: *Who kicks the ball? Where does he kick it? Who is in goal?*

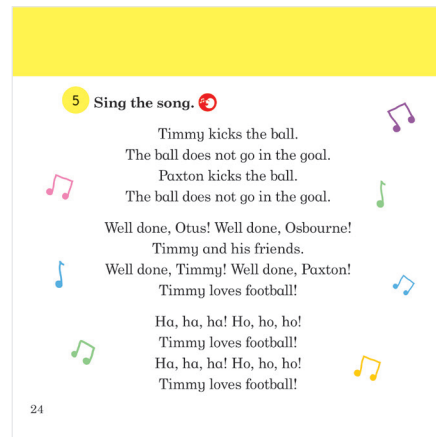
Read out or play the recording of the text again. This time, stop and focus on the pictures before reading the text. For example, after page 9, ask: *Does the ball go in the goal? Check the children’s understanding of the ending of the story, and ask: Is Timmy happy or sad?*



After reading

Show the children the Phrase cards, one by one, but with the words covered. Ask: *Who is this? Elicit the name, and a statement about each character, for example: Osbourne is in goal.* Divide the class into four groups: Timmy, Osbourne, Paxton and Otus. Say, for example: *Who can you see on page [7]?* Group Osbourne should say his name and put up their hands. Repeat with other characters and award points.

Play the song (Audio track 5) on Reader page 24, and ask the children to listen and join in. When the groups hear the name of their character, they should stand up.



Differentiation

Extra support

Before the children do the Reader activities on pages 20–23, display the Phrase cards again. Elicit the appropriate phrase for each one and practice it with the children.

Extension

Fast finishers can play a game to practice *Do you love . . . ?* The first child can think of an item and ask a partner: *Do you love [ice cream]?* and elicit a response.