

Lesson Plan



Heidi went to stay with her grandfather in the mountains. She liked it there. When she goes to school in Frankfurt, she isn't happy.

CEFR Level A2
 YLE Flyers
 Text type: traditional tale
 Word count: 786
 Lexile measure: 440L

Lesson objectives

Vocabulary focus

People: *aunt, doctor, father, friend, ghost, grandfather, grandmother, maid*
 Verbs in the past continuous: (*was/were*)
dreaming, living, looking, sleeping, walking
 General: *miss, noise, push, roof, wheelchair*

Grammar focus

Past continuous

Reading skills

Summarizing the story

Cross-curricular connections

Civics (helping people)
 Geography (Frankfurt)
 IT (online research)
 Music (song)
 Science (mountains)

Resources

Reader
 Flashcard download 1–10
 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, but hide the title. Point to the girl and ask questions about her, for example:

*Does she look happy? What is she carrying?
 What animal is with her?*

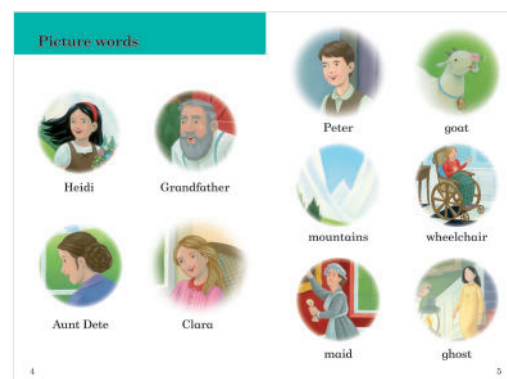
Reveal the title and introduce the girl as Heidi. Ask if the children know the story and what they remember about it. Then ask: *Where does this story take place?* Establish that it take place in the mountains. Ask:

Do you like mountains? Have you been to any mountains? What did you see/do there?

Ask the children to look at Reader pages 4–5. Describe each picture and encourage the children to guess which one you are referring to. Ask:

Which picture shows an old man/a boy/an animal/a woman cleaning?

Divide the class into two teams. Each team takes it in turns to ask the other team questions about the pictures. Give points for correct answers.

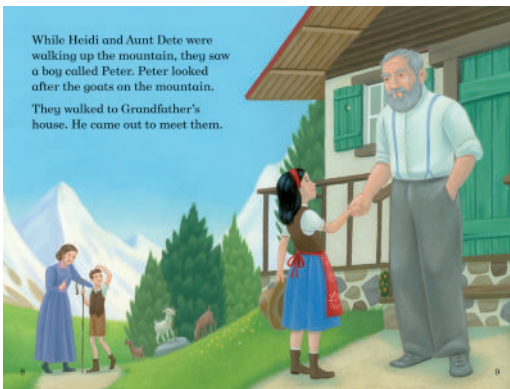


During reading

Read out or play the recording of the story (Audio track 1). Ask the children to follow in their Reader. After every few pages, stop and ask questions to check their understanding.

Where possible, encourage the children to use their imaginations to create dialogue. For example:

Pages 8–9: *What is Grandfather saying? (Pleased to meet you, Heidi. How are you?)*
What is Heidi saying? (Hello, Grandfather. I'm fine, thanks.)



Read out or play the story again. Wherever possible, ask questions to give the children practice with the past continuous. For example: *What was Heidi dreaming about?* Some children may feel able to work in pairs, and ask and answer questions in the past continuous.

After reading

Display Flashcards 1–9 one by one in any order. Ask the children: *Why is this person/place/thing important in the story?* Ask them to summarize that part of the story. For example, for Flashcard 8:

This was Clara's wheelchair. Clara needed it to move around. But Peter pushed it down the mountain.

Encourage the children to think more deeply about the story. Ask questions, for example:

Which people lived in the town/in the mountains? Which is better – the town or the mountains? Peter pushed Clara's wheelchair down the mountain – was this a good thing

or a bad thing for Clara? How did Peter feel? Was Grandfather angry with Peter?

The children can do the following activities to focus on summarizing the story: 4, 5, 6, 9, 10, 11, 13, 16.

To summarize the story, play the song (Audio track 4) on page 63, and encourage the children to follow in their Reader and join in. Divide the class into three groups and ask each group to sing a verse.

Differentiation

Extra support

Before the children do the Reader activities, display the words *Clara, Grandfather, Heidi, mountains, Peter, wheelchair*. Help the children to point to these things on pages 40–41. Encourage them to name other things in the picture, for example; *dress, grass, milk*.



Extension

Fast finishers can do online research to find out more about Frankfurt. They should write a short description, to include information about where it is, how many people live there, things to see and do, and any other interesting facts.