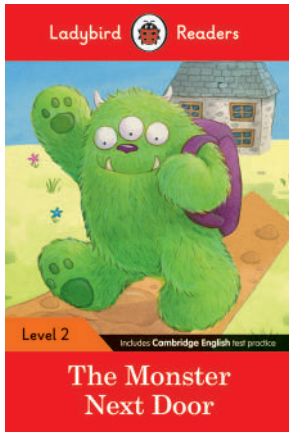


Lesson Plan



George is a normal boy. Green is a monster.
But, George wanted to be a monster. And
Green wanted to be a normal boy!

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 311

Lexile measure: 300L

Lesson objectives

Vocabulary focus

Verbs in the past simple: *ate, lived, played, ran, said, took, was, went*

Things in a house: *bath, bathroom, bed, bedroom, house, table*

General: *because, boy, dinner, happy, monster, normal, slime*

Grammar focus

Past simple

Reading skills

Identifying what's the same and what's different

Cross-curricular connections

Art (picture of a monster)

Music (song)

Social Studies (daily life)

Resources

Reader

Flashcard download 1–5

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. Ask questions:

What can you see? Is he a monster or a normal boy? How do you know?

Encourage the children to answer by describing the monster.

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

Then ask the children to look at Reader pages 6–7. Ask: *Where did George and Green live?* Encourage the children to look at the pictures and guess what happens in the story.

During reading

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

After every few pages, stop and ask questions to check the children's understanding.

For example:

What baths did George/Green take? What dinners did George/Green eat? What games did George/Green play? The next day, what did they do?

Check that the children understand what happened in the end. Ask:

What did George do? And Green? Why did they do this?



Read out or play the recording of the story again. After every few pages, stop and ask questions to encourage the children to use the past simple. For example:

Pages 6–7: *Who was George? He **was** a normal boy.*

Pages 8–9: *Where did Green and his family live? They **lived** in a monster house.*



After reading

Ask the children: *What's the same in George's and Green's lives, and what's different?* Tell them to look in their Reader for information.

Encourage them to use the past simple, for example:

Same: They lived in a house. They had baths. They ate dinners. They played games. In the end, they ran back home. They were happy.

Different: George played monster games. Green played normal games. George loved fish and chips. Green loved green slime. George had a clean bed. Green had a bed of purple slime.

Ask the children to think about their own daily lives. Ask questions, for example:

What do you eat for dinner? What games do you like playing? When do you go to bed?

The children can do the following activities to focus on what's the same and what's different, and to practice the past simple tense and daily routines: 6, 7, 8, 9, 10, 12, 16.

To practice listening for details, divide the children into two groups. Give one group Flashcard 1 and the other group Flashcard 2. Tell the children that you are going to play a song about the story. Ask them to listen carefully and stand up when they hear their character's name.

Play the song (Audio track 4) on page 47. Repeat the activity, swapping the Flashcards. Play the song a few more times and encourage the children to sing along.

Differentiation

Extra support

Do Reader activities 6 and 12 out loud with all the children. Then ask the children to do the rest of the activities on their own.

Extension

Fast finishers can do activity 14 in pairs. Then they can draw a picture of their own monster and answer the same questions for their monster.