

Lesson Plan



Max was a superhero with magic boots. Lady Rob and Ricky Rob wanted to rob banks. Can Superhero Max stop them?

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 335

Lexile measure: 380L

Lesson objectives

Vocabulary focus

People: *boy, policeman, superhero*

Verbs in the past simple: *caught, flew, had, opened, ran, sent, slept, took*

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

General: *bank, boots, magic, money, rob*

Grammar focus

Question words

Reading skills

Ordering a sequence of events

Cross-curricular connections

Art (making a poster)

Social studies (crime prevention)

Music (song)

Resources

Reader

Flashcard download 1–6

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

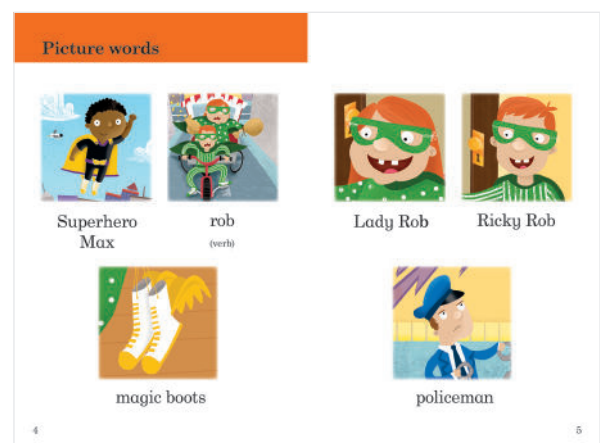
Show the children the cover of the Reader, but hide the title. Ask questions, for example:

Who is this? Where is he? What is he doing? What is he wearing?

Point to the boy's boots and explain that they have magical powers. Reveal the title and introduce the boy as Superhero Max.

Ask the children to look at Reader pages 4–5, and point to Superhero Max. Explain the concept of a hero – someone who stops bad people and helps good people.

Direct the children to Lady Rob and Ricky Rob. Ask: *How are these people the same?* Elicit that they are mother and son, and their hair, glasses, and clothes are the same color. Point to the boots and ask: *Whose boots are these?*



During reading

Read out or play the story (Audio track 1). Ask the children to follow in their Reader. After every few pages, ask questions to check the children’s understanding, using a variety of question words. For example, for pages 20–21, ask:

Who/Where are these people? What does Lady Rob have? Why is she happy?



Read out or play the story again. Make sure the children understand what happens at the end. For example, on pages 24–25, ask: *How did Max stop the magic boots? Who did the bad people fly to?* Ask them to guess what happens next, for example: *Where are Lady Rob and Ricky Rob going now?*



After reading

Put the children in two teams. Display questions about the main events in the story and ask the children to put them in sequence. Use the Flashcards as clues. For example:

Flashcard 2: *Why did Lady Rob want to rob a bank?*

Flashcard 6: *Why did the magic boots fly to a policeman?*

Ask the teams to answer each other’s questions and give points for correct questions and answers, as well as correct order.

The children can do the following activities to focus on question words: 10, 14, 15, 16.

They can do the following activity to focus on ordering events: 12

To practice retelling the story, play the song (Audio track 4) on page 47. Divide the children into three groups and assign each group a character from *Superhero Max*, *Lady Rob*, and *Ricky Rob*. Ask the groups to stand up when they hear their character’s name. When they hear the word *magic*, all the groups should stand up.

Differentiation

Extra support

Before the children do the Reader activities, display the Flashcards one by one, and ask: *Who are the good people? Who are the bad people?* Encourage the children to refer to the Flashcards when doing the activities.

Extension

Fast finishers can design a poster about Lady Rob and Ricky Rob. They write a heading – WANTED – and draw pictures of the two robbers with descriptions underneath. For example, *Lady Rob: short woman, red hair, green glasses, green dress.* They should also offer a reward.