

Lesson Plan



A magician sent Aladdin down into a well to find a magic lamp. Then, the magician moved a stone over the well. Aladdin was caught inside!

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 1024

Lexile measure: 510L

Lesson objectives

Vocabulary focus

People: *brother, genie, king, magician, man, mother, princess, son, uncle, woman*

Adjectives: *beautiful, big, dark, expensive, gold, handsome, lovely, new, poor, young*

Verbs in the past simple: *answered, appeared, asked, bought, called, came, caught, cleaned, climbed (down), closed, cried, drank, fell (in love), followed, gave, lit, lived, looked, moved, pulled, said, saved, thought, told, took, touched, waited, walked*

Grammar focus

Questions and answers in the past simple tense

Reading skills

Understanding the plot of a story

Cross-curricular connections

Art (make a mask)

Music (song)

Social studies (good and bad behaviour)

Resources

Reader

Audio download (UK/US) tracks 1, 4

Flashcard download 1–13

Timing: 40–60 minutes

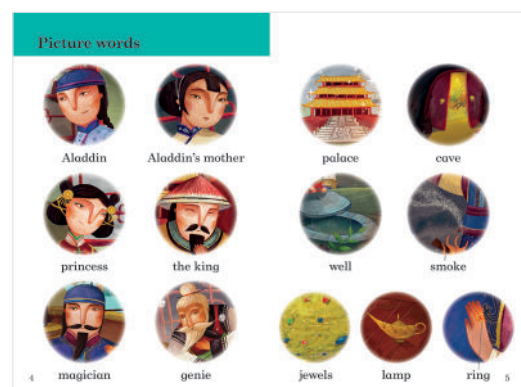
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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.

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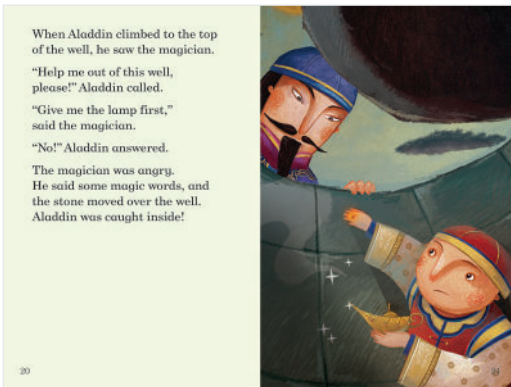
Before reading

Ask the children to look at the **Picture words** on Reader pages 4–5. Describe each picture in turn and have the children guess which word you are referring to. For example: *This picture shows a big beautiful house where a king and queen live.* Ask children to use the words in sentences to check they fully understand their meaning.

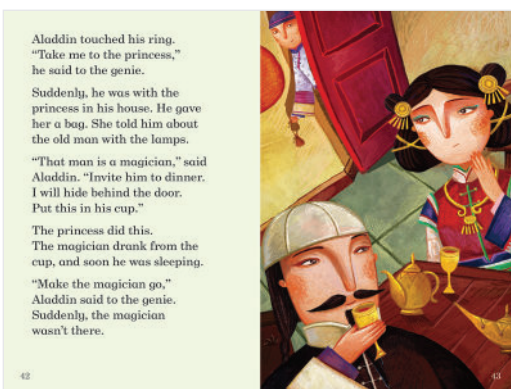


During reading

Read out or play the recording of the story (Audio track 1). Ask the children to follow in their Reader. Every couple of pages, stop and ask questions in the simple past tense to check that the children understand what has happened. Encourage them to answer using complete sentences. For example, after Reader pages 20–21, ask: *Where did the magician take Aladdin? What did the magician do when Aladdin climbed to the top of the well?*



A lot of things happen in this story, so it's important to ensure that the children don't get lost or confused. For example, after Reader pages 42–43, ask: *What did Aladdin tell the princess to do? Why? What happened when the magician drank from the cup?*



Read out or play the story again. Tell the children that when something good happens in the story, they have to say *Yay!* or clap. Tell the children that when something bad happens in the story, they have to say *Boo!* These actions will help the children to understand the story and to make it more exciting.

After reading

Ask questions to encourage the children to think more deeply about the characters' actions in the story. For example, ask: *Was Aladdin nice to his mother? Was the magician nice to Aladdin? Why / Why not?*

Explain the idea of being nice to someone, if necessary. Remind the children that it is important to be nice to other people, and encourage them to reflect on their own behavior towards other people. Ask them: *Are you nice to your family? Are you nice to your friends?*

Give each child a role (Aladdin, genie, magician or princess). Give the children time to make a mask for their character. Then, play the song (Audio track 4) on page 63 a couple of times, and have the children follow in their Reader. Play the song again and have the children stand up when their character is mentioned. They can also do an action or mime if they want.

Differentiation

Extra support

Before the children do the Reader activities, ask the children to turn to Reader pages 6–7 and write down the verbs in the simple past tense. Elicit the stem of each verb and check understanding. Display both the stem and the past tense of the verb (eg. *come – came*). Ask children: *Is it regular or irregular?* Keep these words displayed while the children are completing the activities.

Extension

Fast finishers can work in pairs and use their masks to act out a scene from the story.