

## Lesson Plan



“I have a Magic Finger. When I get angry . . . things begin to happen!” What will happen when the finger is pointed at the Gregg family?

CEFR Level A2  
YLE Flyers  
Text type: modern story  
Word count: 903  
Lexile measure: 530L

## Lesson objectives

### Vocabulary focus

Adjectives: *angry, bad, beautiful, bright, hot, long, magic, naughty, nice, open, right, small, strange, surprised, tall, wet, windy*

Adverbs: *angrily, happily, hungrily, suddenly*

Parts of the body: *arm, finger, hand, head, nose, tail, wing*

Verbs: *arrive, break, build, can, fly, hate, hit, kill, laugh, like, point, shoot, shout, touch, try, wake*

General: *apple, biscuit, bite (n), deer, duck, farm, gun, leaves, nest, really, stick*

### Grammar focus

Past simple/past continuous

### Reading skills

Vocabulary development

### Cross-curricular connections

Music (song)

Science (ducks)

### Resources

Reader

Audio (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

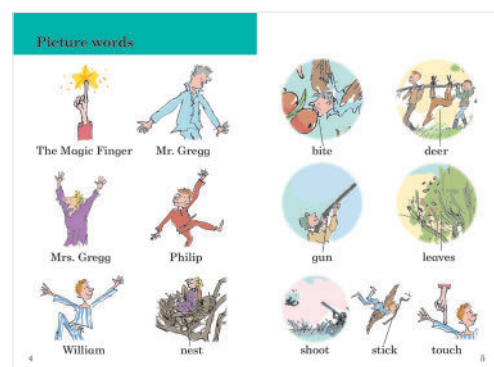
10 minutes for **After reading**. Additional time can be used for further activities.

## Lesson plan

### Before reading

Hide most of the cover of the Reader but show the girl. Ask: *What is she pointing at?* Elicit that it is something in the sky. Ask: *What do we point with?* and establish *our finger*. Name objects around the room and ask the children to point to them. Then, the children can tell each other to point to things. Reveal the title and explain that the girl’s finger is magic. Reveal the other characters and ask: *Who are they? Are they birds or people?* Point to the name Roald Dahl and explain that he wrote a lot of stories for children. Show the children some pictures in the story, and ask: *Do you think this story will be funny or sad?* Elicit that it will be funny because the pictures are funny.

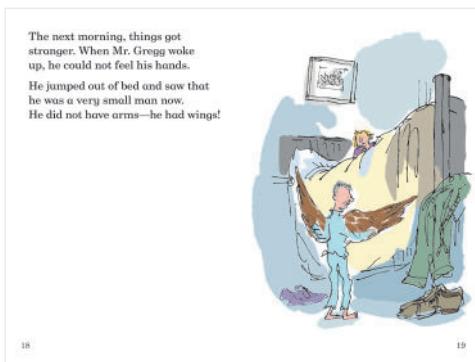
Ask the children to look at Reader pages 4–5 and introduce the characters and other vocabulary.



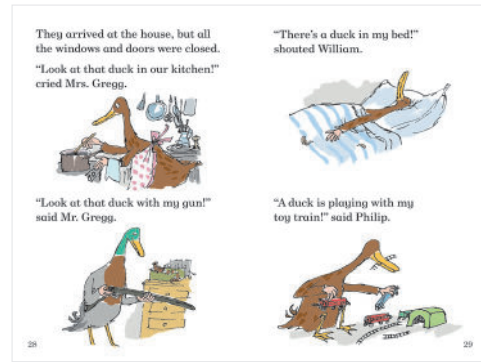
Ask: *Which pictures show people? Which pictures show an animal?* Make statements about the pictures and ask the children to tell you if they are true or false. For example: *The nest is in a tree. The boys are carrying a bird on a stick.* Award points for correct answers, and extra points for correcting a false statement.

## During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. Every few pages, stop and ask questions to check the children's understanding. Encourage them to tell you what happened using the simple past. For example, after Reader pages 18–19, ask: *What happened when Mr. Gregg woke up? Why does he look surprised?* Check that the children understand what happened at the end of the story. Ask: *Why did the Gregg family change their name?*



Read out or play the recording of the story again. From time to time, stop and focus on a verb in the past simple, for example: *flew, shot, built.* Ask the children to give you the present simple and identify other parts of the story where that verb appears. Ask questions to elicit answers in the past simple or past continuous, for example, after Reader pages 28–29, ask: *What did Mrs. Gregg see in the kitchen?* Elicit *She saw a duck.* Then ask: *What was the duck doing?* Elicit *It was cooking.*



## After reading

Organize a vocabulary quiz, either with the whole class or in two teams. Display a word from the story, but with the letters jumbled up. Ask a child from Team A to tell you the word, and spell it. Write the word as they spell it, and if correct, award points. Alternatively, give a child from Team A a word from the story, and ask them to draw a picture of the person or object for Team B to guess.

Talk about the characters and events in the story. Ask: *Do you like this story? Do you think it has a good ending? Why? / Why not? If you had a magic finger, who or what would you point it at?*

The children can do the following activities to focus on vocabulary development: 2, 5, 10, 11, 13.

Play the song (Audio track 4) on page 63. Encourage the children to listen and join in. Divide the class into two groups and ask Group A to sing the second verse and Group B the third. Encourage the children to mime the actions.

## Differentiation

### Extra support

Before the children do the Reader activities, show them Flashcards 1–13 in random order but with the words covered. Help the children to tell you the word, and encourage them to find a place in the Reader relating to the picture.

### Extension

Fast finishers can work in pairs or small groups and play a game of Hangman using words from the story.