

## Lesson Plan



“I can make only one more pair of shoes,” said the shoemaker. Then, two little elves help him. How can he thank them?

CEFR Level A1+  
 YLE Movers  
 Text type: traditional tale  
 Word count: 528  
 Lexile measure: 490L

## Lesson objectives

### Vocabulary focus

Clothes: *clothes, hats, shoes*  
 Adjectives: *beautiful, little, poor, rich*  
 Verbs in the past simple: *bought, called, came, cut, gave, jumped, left, liked, lived, made, opened, said, saw, took, used, waited, was/were, watched, went, worked*  
 General: *buy, cut, elves, gold coins, leather, man, shoemaker, shop, wife, woman*

### Grammar focus

Past simple

### Reading skills

Identifying people and things  
 Making predictions

### Cross-curricular connections

Art (clothes designs)  
 Music (song)  
 Social studies (helping other people)

### Resources

Reader  
 Flashcard download 1–8  
 Audio download (UK/US) tracks 1, 3

### 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 ask:

*What can you see in the picture? What people can you see? What are they like? What clothes are they wearing? What color are the clothes?*

Read out the title of the story and say:

*A shoemaker makes shoes. Elves are very little people. We can only see them in stories.*

Then ask:

*Can you see the shoemaker? And the elves?*

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

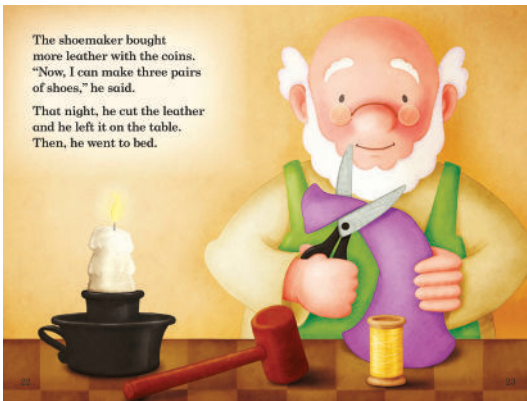


**During reading**

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. Focus on what the people in the story did and encourage the children to reply using the past simple, for example:

*What did the shoemaker do before he went to bed? Why was he surprised in the morning? What did the rich woman/man do? What did the shoemaker do with the gold coins?*

Before turning each page, encourage the children to make predictions by asking: *Then what happened?*



Read out or play the recording of the story again. After every few pages, ask questions to focus on people and things, for example:

*What is this? What are these? Who is this? Who are they? Then who came into the shop? What did she buy? What did she give to the shoemaker? What was on the table? Who made the shoes?*



**After reading**

Play a game with the children to encourage them to identify people and things in the story. Describe a person or thing in a picture in the Reader and ask the children to find the page and say who or what it is. For example:

*She’s wearing a pink hat.  
He’s wearing green shoes and a green hat.  
They are on the table. They are brown and beautiful.  
They are made of gold. There are three of them.*

The children can do the following activities to focus on the people and things in the story: 1, 4, 5, 9, 12, 15..

To practice recognizing the names of the people, divide the children into five groups and give each group one of the Flashcards 1–4 and 7.

Tell the children that you are going to play a song about the story. Ask them to listen and hold up the Flashcard when they hear the name of the person or people on it.

Play the song (Audio track 3) on page 63. Repeat the activity a few times, and move the Flashcards around the groups, so that the children listen for a different person.

**Differentiation**

**Extra support**

Display the Flashcards, so that the children can refer to key vocabulary and the names of the main characters when doing the Reader activities.

**Extension**

Fast finishers can design more shoes for the shoemaker, or clothes for the elves, and then write about their designs. They can display their designs on the classroom wall.