

## A2 Flyers Reading and Writing Part 5

### Description

This lesson plan has been designed to help students prepare for A2 Flyers Reading and Writing Part 5. This lesson plan can be delivered face to face or online. The ‘online options’ column gives teachers ideas on how the stages could be adapted for teaching online.

In this lesson students read and listen to a story about a child who befriends a tiger. The text is taken from the A2 Flyers Reading and Writing Part 5. Students develop a range of reading and language skills by making and checking predictions, ordering the text, listening for key words, completing an exam task, and finally recreating the story themselves.

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### Time required:

#### Materials required:

- Handout 1 – Predictions
- Handout 2 – Ordering (and scissors for cutting them up)
- Handout 3 – Story / Questions (A2 Flyers Reading and Writing Part 5)
- Handout 4 – My comic strip (and materials for drawing)

#### Aims:

- To develop students’ ability to read for gist and detail.
  - To develop familiarity with A2 Flyers Reading and Writing Part 5
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### Procedure:

Lesson Stages	Online options
<p><b>Welcome</b></p> <p>Greet students. Tell the class that they’ll read a story today. Tell them the name of your favourite book/story.</p> <p>Give students a moment to individually think of their favourite story.</p> <p>Tell students to speak to their classmates, giving them five minutes to greet as many others as possible, while trying to find other people who like the same story as them. If necessary drill, then write the phases on the board:</p> <p>“What’s your favourite story?”            “I love _____.”</p>	<p>In smaller classes allow students to use their microphones to greet the class and share their favourite story (taking turns).</p> <p>In larger classes (or if students do not have microphones), ask students to say hello and share their favourite story in the chat.</p>
<p><b>Making predictions</b></p> <p>Tell students the story they will read is called “Sarah’s new friend.”</p> <p>Give students <u>Handout 1</u> with just the picture and title visible. (ensure it is folded up so only the picture and title are visible).</p> <p>Ask students to discuss in pairs:</p> <p>a) What can you see? <i>A girl in a fruit tree.</i>            b) Who is the girl? <i>Probably Sarah, or her friend.</i>            c) Where is she? <i>If they say “in a tree”, ask where the tree is.</i></p>	<p>Do this as a whole class activity, using your microphone, while displaying <u>Handout 1</u> using your platform’s whiteboard.</p> <p>Reveal <u>Handout 1</u> in sections (first just the title and picture, then sections of text). Do this by:</p>

<p>d) Why is she there? <i>Lots of possible answers!</i></p> <p>Merge pairs to make bigger groups. Ask them to share their ideas in groups, then as a whole class. Accept all suggestions.</p> <p>Tell the class they will read the beginning of the story and check their ideas.</p>	<p>a) copying/pasting/cropping the handout into smaller bits which are displayed on your whiteboard.</p> <p>Or</p> <p>b) covering areas of the handout with drawing objects until you are ready to reveal them.</p>
<p><b>Reading 1 - predictions</b></p> <p>Tell students to unfold <u>Handout 1</u> and look at the first section of the story – then to read it quickly and check their ideas from the previous stage.</p> <p><i>The girl could be Sarah, or her friend. She's in a mango tree in the jungle. She's climbed it to collect mangoes for her family's breakfast.</i></p> <p>Ask students to guess what happens in the story. Again, accept all suggestions, for example:</p> <p><i>Sarah meets someone and becomes their friend. Sarah falls out of the tree and hurts herself.</i></p>	<p>Ask students to reply to questions in the chat.</p> <p>After reading, choose a few individual students to turn on their microphones and explain, or expand upon their answers.</p> <p>If you are able to safely manage breakout rooms, allow students to make predictions within groups before reading the next stage of the story.</p>
<p><b>Reading 2 – more predictions</b></p> <p>Tell students to unfold <u>Handout 1</u> to reveal the next section of the story – then to read it quickly and check their ideas from the previous stage.</p> <p>Ask students to guess what happens in the story. Again, accept all suggestions, before prompting them to read the next section.</p> <p>Repeat until students have read <u>Handout 1</u>. Finally, ask students to guess what happens next in pairs, then groups – then as a whole class.</p>	<p>Manage this stage as a whole-class activity, asking students to share their ideas in the chat.</p>
<p><b>Reading 3 - ordering</b></p> <p>Tell students you will give them the rest of the story so they can check their predictions – but that it is mixed up. They must put the sections in the correct order.</p> <p>Give cut up versions of <u>Handout 2</u> to groups.</p> <p>Check they have put the story in the right order asking students to explain the reasons for their choices. In monolingual classes this could be done in students' first language.</p>	<p>Share handouts with parents, or students through your platform before the lesson.</p> <p>Manage feedback by going through the questions one-by-one, asking students to write their answers in the chat.</p>
<p><b>Listening (optional energising stage)</b></p> <p>1. Ask students to act out:</p> <p>a) eating a mango b) climbing a tree c) being a tiger.</p> <p>Agree on and practise some actions and accompanying noises together.</p>	<p>If you are able to safely manage breakout rooms, use them to enable students to complete this activity in groups.</p> <p>In a small class (and a secure platform), this stage can be done with all learners using webcams.</p>

<p>Tell students you'll read the story to them. Whenever they hear the words 'tiger', 'climb' or 'mango', they should do the actions.</p> <p>Read the story to the class, pausing to allow students to do the actions.</p> <p>You could repeat this in groups, allowing stronger students to read.</p> <p>Ask students if they enjoyed the story.</p>	<p>Otherwise perform some actions over your webcam, prompting students to follow along at home as you read the story.</p>
<p><b>Quiz (Exam task)</b></p> <p>Put students into groups, each with a mini-whiteboard or a large sheet of paper and <u>Handout 3 - Story</u>.</p> <p>Reveal the first question from <u>Handout 3 - Questions</u>. Give groups one minute to:</p> <ol style="list-style-type: none"> <li>write their answer on their mini-whiteboard or a large sheet of paper</li> <li>underline the area of text where they found the answer.</li> </ol> <p>After a minute:</p> <ol style="list-style-type: none"> <li>tell groups to hold up their answers</li> <li>choose a group to explain where they found their answer</li> <li>award points for correct answers</li> </ol> <p>Repeat with remaining questions. Give students a copy of <u>Handout 3 - Questions</u> and tell them to complete it individually.</p>	<p>Use the questions from <u>Handout 3</u> to create a quiz (<a href="https://kahoot.com/">https://kahoot.com/</a> for example) for students to complete individually.</p>
<p><b>Optional extension task</b></p> <p>Ask students to summarise the main stages of the story:</p> <p><i>Sarah goes to get fruit for breakfast.</i>  <i>She meets a talking tiger.</i>  <i>The tiger says hello.</i>  <i>The tiger takes her home – they become friends.</i>  <i>Sarah tells people about her tiger friend, but they don't believe her.</i></p> <p>Ask students to talk in pairs about what else could have happened after the tiger said hello (think of a different version of the story).</p> <p>Ask a few pairs to share their ideas with the whole class.</p> <p>Give students <u>Handout 4</u>. Ask them to make a comic strip version of their story.</p>	<p>After discussing alternative endings for the story this stage can be completed as an individual assignment outside of a 'live' lesson.</p> <p>Technically confident students could be prompted to create their own comic strips using an online tool (for example, <a href="http://www.pixton.com">www.pixton.com</a>).</p> <p>Alternatively share <u>Handouts</u> with parents so students can complete them by hand.</p> <p>Photos of completed comic strips can be added to a shared</p>

	<p>space, for example a Padlet (<a href="http://www.padlet.com">www.padlet.com</a>).</p>
<p><b>Reading comic strips</b></p> <p>1. Display the comic strips around the class, being sure to praise those who have made an effort (not just the 'best' ones).</p> <p>Ask students to read the other comic strips, marking the feedback sections with a smiley face if they thought it:</p> <ul style="list-style-type: none"> <li>• was a funny/interesting story</li> <li>• had good pictures</li> <li>• used interesting words and good English.</li> </ul> <p>Congratulate students and ask them to collect their comic strips.</p>	<p>Ask students to read and comment on each other's comic strips, giving feedback on what they liked about each.</p> <p>.</p>

## Handout 1 | Predictions

**Sarah's new friend!**

fold.....fold

Sarah and her parents and two younger brothers live in the jungle. Early every morning, she runs to her favourite mango tree and climbs it, so she can bring five mangoes from the top of the tree for her family to eat for breakfast.

fold.....fold

One morning, she was sitting in the tree when she saw an enormous tiger below her.

fold.....fold

'Go away!' she called. 'I can't come down until you go!' But the tiger didn't go away. It looked up at her and said, 'Why?'

Sarah was very surprised! 'Tigers don't speak!' she said. 'Well, I do,' the tiger answered.

'I'm not dangerous. Climb down. Those mangoes look heavy. I'll help

## Handout 2 | Ordering the story

Give groups the cut-out story sections. Ask students to put them in the correct order.

**A** Sarah understood. She thanked the tiger and said goodbye.  
‘You’re back quickly!’ her father said.  
‘Yes!’ Sarah smiled. ‘I rode a tiger home!’

**B** ‘I’m not dangerous. Climb down. Those mangoes look heavy. I’ll help you get home. You can ride on my back.’

**C** Very slowly and very carefully, Sarah climbed down the tree. When she was on the ground again and looked into the tiger’s kind eyes, Sarah didn’t feel frightened. It was fun to ride on the tiger’s back. It stopped just outside the village. ‘I shouldn’t come near the houses,’ it said. ‘People are afraid of me!’

**D** No-one believed Sarah but she didn’t mind! She knew she had an exciting and really kind new friend, the tiger, and that made her very happy.

**E** Sarah and her parents and two younger brothers live in the jungle. Early every morning, she runs to her favourite mango tree and climbs it, so she can bring five mangoes from the top of the tree for her family to eat for breakfast. One morning, she was sitting in the tree when she saw an enormous tiger below her. ‘Go away!’ she called. ‘I can’t come down until you go!’ But the tiger didn’t go away. It looked up at her and said, ‘Why?’ Sarah was very surprised! ‘Tigers don’t speak!’ she said. ‘Well, I do,’ the tiger answered.

## Handout 3 | Story

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

### Sarah's new friend!



Sarah and her parents and two younger brothers live in the jungle. Early every morning, she runs to her favourite mango tree and climbs it, so she can bring five mangoes from the top of the tree for her family to eat for breakfast.

One morning, she was sitting in the tree when she saw an enormous tiger below her. 'Go away!' she called. 'I can't come down until you go!' But the tiger didn't go away. It looked up at her and said, 'Why?'

Sarah was very surprised! 'Tigers don't speak!' she said. 'Well, I do,' the tiger answered. 'I'm not dangerous. Climb down. Those mangoes look heavy. I'll help you get home. You can ride on my back.'

Very slowly and very carefully, Sarah climbed down the tree. When she was on the ground again and looked into the tiger's kind eyes, Sarah didn't feel frightened.

It was fun to ride on the tiger's back. It stopped just outside the village. 'I shouldn't come near the houses,' it said. 'People are afraid of me!'

Sarah understood. She thanked the tiger and said goodbye.

'You're back quickly!' her father said.

'Yes!' Sarah smiled. 'I rode a tiger home!'

No-one believed Sarah but she didn't mind! She knew she had an exciting and really kind new friend, the tiger, and that made her very happy.

## Handout 3 | Questions

### Examples

Sarah's family lives in a ..... *jungle* .....

Sarah climbs ..... *a mango tree* ..... early every morning.


### Questions

- 1 Sarah's parents and brothers have mangoes for their  
.....
- 2 When Sarah was in the tree one morning, she saw a  
..... on the ground.
- 3 Sarah didn't want to ..... from the tree until  
the tiger went away.
- 4 Sarah was ..... when the tiger spoke to her.
- 5 Sarah rode the tiger until they were ..... and  
then the tiger stopped.
- 6 The tiger said the village people were ..... it.
- 7 Sarah thought her new friend, the tiger, was  
.....



Handout 4 | My comic strip

Title: \_\_\_\_\_

 <p>These mangoes look delicious!</p>	2	3
Sarah was picking mangoes for breakfast.	When she saw a tiger!	
4	5	6

**The story is funny / interesting.**

**I like the pictures.**

**It uses interesting words and good English.**

## Answers

### Handout 2

1. E
2. B
3. C
4. A
5. D

### Handout 3

1. breakfast
2. an enormous tiger
3. come down / climb down / get down
4. surprised
5. just outside the village
6. afraid of
7. exciting and really kind