

## LESSON PLAN

**Topic:** Book: *Monster* by Angela McAllister and Charlotte Middleton, story telling

**Language Learning Aim:** understanding a story, past tense and going to future revision, revision of conjunctions

**Level:** 2<sup>nd</sup> form AHS

**Time:** 50 minutes

Time	Content	Skill	Organisation	Material	Aims
5 min	Introduction: topic of the lesson and language learning aim	listening	teacher/class		let students know what lesson is about
12 min	Pre-reading activity: Draw your own cover and describe it	writing, speaking	individual work	work sheet 1	raise expectations and interest in the story, creativity, revising descriptions
3 min	Pre-reading activity: Prediction (What will the story be about?)	speaking	teacher/class		revision of will future
5 min	Listen to the story	listening	teacher/class	book	
	While-reading task: Which pictures occur in the story?	listening	individual work	work sheet 2	revising old vocabulary, introducing new words
2 min	While-reading task: Prediction (What is going to happen next?)	speaking	teacher/class		revision of going to future
3 min	Compare first while-reading task	speaking	teacher/class	work sheet 2	practise full-sentence answers
8 min	Follow-up activity: Matching and ordering sentences	reading, speaking	pair work	work sheet 3	revising conjunctions
2 min	Compare follow-up activity	listening, reading, speaking	teacher/class		providing a correct summary
10 min	Homework	writing	individual work	work sheet 4	connect the story to students' thoughts

## **BOOK UNIT: *MONSTER* BY ANGELA McALLISTER AND CHARLOTTE MIDDLETON**

Unless indicated, the activities should be done individually. Instructions for the teacher are given below. Here is a link to a description of the book:

<http://www.booktopia.com.au/monster/prod9780689861390.html>

### ***Instructions for the teacher:***

#### **Pre-reading:**

Just give the title of the book without showing the cover to the students. Then ask the students to do the pre-reading task on page 3. Let students present their cover if they want to. Then ask them what they think the story will be about.

#### **While-reading:**

Hand out page 4 (of this unit) and let the students do the task while you read the story out loud (and showing the pictures in the book to the students) until: “‘Breakfast!’ called Mum. Jackson pushed open the door of Monster’s den and...”. Then ask the students what is going to happen next. After some suggestions read the story to the very end. Discuss the first while-reading task by asking the students in which scene the pictures appeared in the story. Encourage the students to answer in full sentences. If there is enough time you could ask the students to create their own story with the pictures that did not occur in the story (pair work).

#### **Follow-up:**

Then ask the students to do the follow-up task on page 5. Let students read the solutions aloud or read them out yourself, so that everybody has got a short summary of the book. The summary includes a lot of conjunctions. Therefore, it is a good starting point for introducing new conjunctions or a good activity for revising already learnt conjunctions.

#### **Homework:**

It is best to laminate the pictures on page 6f., cut them up and spread them on one desk. The students pick one of the cards and take them home with them. Make sure that the students know that they have to hand in the cards together with their text. If students prefer another animal to have as a pet they can choose one themselves. Alternatively to providing pictures showing animals, unusual animals can be collected in class and written on the board (brainstorming). Then every student picks one of the animals on the board.

In case there is time left, the students can already start with the homework.

**Pre-reading:**

Monster!

That's the title of the book we're going to read. What might the cover look like? Draw a sketch.



Now add a short description of your cover.

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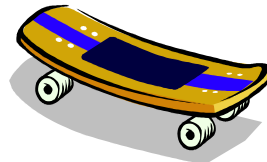
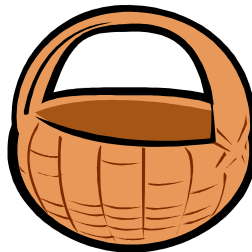
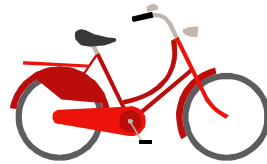
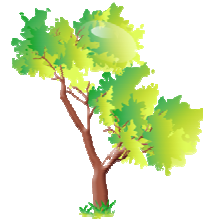
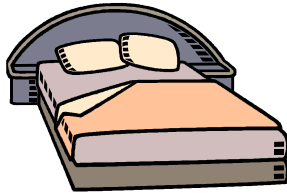
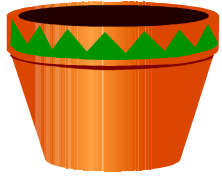
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**While-reading:**

Which of these pictures appear in the text? Write the word beneath the picture when you hear it.



**Follow-up:**

*Pair Work*

Match the sentences. Then put them in the correct order.


After eating all the hamster food
Soon Jackson forgot about his pet
Then everything changed: Monster tried to teach Jackson a lot of things
Jackson wanted a big, wild and exciting pet
When Jackson woke up
Monster got lonely, bored and hungry,
Jackson called his hamster monster
Jackson decided to give his hamster a new name (Fluffy)


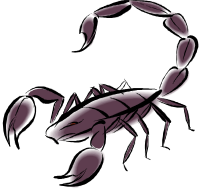


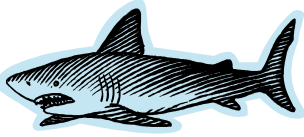



and tried to teach him various things.
so he opened the door of his cage and fell into a bag full of hamster food.
and to look better after him.
but all he got was a small hamster.
but when Monster found Jackson's skateboard he forgot about the boy.
Monster grew big, wild and exciting.
he realized that everything was a dream.
because he preferred to do skateboard stunts.



**Homework:**

Pick one of the following unusual pets. What would you teach your pet? Which adventures would you have together? Write a short text (min. 80 words)!

 a dragon	 a panda	 a tiger	 an eagle
 a penguin	 a bat	 a zebra	 a kangaroo
 an elephant	 a whale	 a monkey	 a walrus
 a koala bear	 a lynx	 a falcon	 an ant
 an owl	 a tarantula	 a dolphin	 a lion

 <p>a (poisonous) frog</p>	 <p>a scorpion</p>	 <p>a polar bear</p>	 <p>a crocodile</p>
 <p>a shark</p>	 <p>a panther</p>	 <p>a flamingo</p>	 <p>a giraffe</p>