

LESSON PLAN GUIDE

PictureBook English Reading Series — Grammar Fluency

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Category	Fluency in Key Grammar	Title	Grammar Book 6 – My Birthday Party Plan: Future Plans
Ages	6–9	Theme	Future Forms — will, be going to, be + ing, be planning to + Modal Verbs

INTRODUCTION OF THE BOOK

In this book, children help Mia plan the perfect 10th birthday party — and in doing so, master three of the most common ways to talk about the future in English. From 'I'm going to invite my friends' to 'I'm planning to make a cake' to 'I'm meeting everyone at three o'clock', children discover how English uses different future forms depending on whether something is a plan, an arrangement, or an instant decision.

The book also introduces modal verbs — Can, Could, Will, Would, May, and Might — in the natural context of making polite invitations and checking friends' availability. Helping Mia plan her party gives children an immediate, joyful reason to use these structures in real communication.

FUTURE FORMS — WHEN TO USE EACH ONE

Future Form	When to use it	Examples
will	Instant decisions, offers, promises, inevitable facts	<i>I'll open the door. / I'll help you. / I'll be ten this year.</i>
be going to	Prior plans and intentions	<i>I'm going to invite my friends. / I'm going to fly to New York.</i>
be + verb-ing	Fixed, scheduled arrangements	<i>I'm meeting Mia on Saturday. / We're having a party next week.</i>
be planning to	Intentions being actively organised	<i>I'm planning to make a cake. / She's planning to arrive early.</i>

MODAL VERBS FOR REQUESTS AND INVITATIONS

Modal	Use	Example
Can	Ability / informal request	<i>Can you come to my party?</i>
Could	Polite request	<i>Could you come on Saturday?</i>
Will	Offer / promise	<i>I will bring a gift!</i>
Would	Very polite request	<i>Would you like to join us?</i>
May	Formal permission / possibility	<i>May I bring a friend?</i>
Might	Possibility — less certain	<i>She might be late.</i>

LEARNING OBJECTIVES

Children will be able to:

- Use 'will' for instant decisions, offers, and inevitable facts
- Use 'be going to' for prior plans and intentions
- Use present continuous for fixed, scheduled arrangements
- Use 'be planning to' for actively organised intentions
- Use modal verbs — Can, Could, Will, Would, May, Might — for polite requests and invitations
- Identify time markers — tomorrow, next week, soon — that signal future meaning

LEARNING ACTIVITIES

1. Compare will and be going to

Show your child the two groups of future sentences. Will group: 'I'll open the door', 'I'll help you', 'I'll be ten this year' — instant decisions, offers, and facts. Be going to group: 'I'm going to fly to New York', 'I'm going to invite people', 'I'm going to buy a car' — prior plans and intentions. Ask: 'Which ones feel like you decided just now? Which ones feel like you planned ahead?' The contrast makes the difference intuitive.

2. Plan a Mini-Event together

Use the grammar from the book to plan something simple — a family outing, a meal, a game night. Ask your child: 'What are you going to do tomorrow?' or 'What are you doing this weekend?' Encourage them to answer with full sentences: 'I'm going to visit Grandma' or 'I'm playing football on Saturday.' This shows children the difference between spontaneous decisions and fixed plans in a personally meaningful context.

3. The Politeness Challenge

Practise the modal verb ladder from least to most polite: Can you come? → Could you come? → Would you like to come? → May I invite you? Role-play a party invitation — your child invites you using 'Can', then tries again with 'Could', then 'Would'. Discuss which version sounds most polite and when each might be appropriate. This builds social-emotional intelligence alongside English skills.

4. Hunt for Time Markers

Read through the book together and ask your child to spot and circle all the future time markers: tomorrow, next week, soon, on Saturday, this weekend. Explain that these words are clues that tell us something is going to happen in the future. Make a list of all the time markers found and try using each one in a new sentence about Mia's party — or their own plans.

FOLLOW-UP ACTIVITIES

Plan your child's own dream birthday party using all four future forms. Ask them to write or say: what they are going to do, what they are planning, what is already arranged (present continuous), and what they will decide on the day. Encourage them to write invitations using modal verbs — 'Could you come to my party?' or 'Would you like to join us?' — and to include time markers throughout. This activity is a complete, creative consolidation of everything in this book.

Try the fun online learning activities for this book on our website!

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TEACHER'S NOTES AND TIPS

The future tense is one of the most complex areas of English grammar because there is no single 'future tense' — instead, English uses several different structures depending on the speaker's relationship to the event. The key distinction for young learners is will (unplanned, spontaneous) vs be going to (planned, intended). The present continuous for fixed arrangements is a subtler point that often surprises even intermediate learners. Introducing all four forms through the single, motivating context of birthday planning keeps children engaged while exposing them to the full range. For classroom settings, having children plan a real class event — a party, a trip, a game day — using all four future forms creates an authentic communicative purpose that makes the grammar genuinely useful.