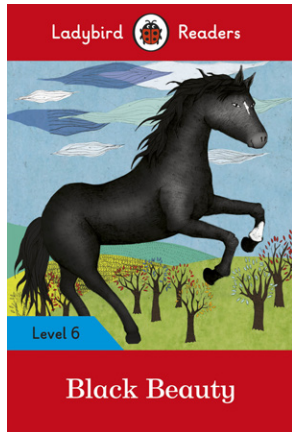


Lesson Plan



Black Beauty meets many different people during his difficult life. Can Black Beauty ever be as happy as he was at Mr. Gordon's farm?

CEFR Level A2+
 YLE Flyers
 Text type: traditional tale
 Word count: 1813
 Lexile measure: 590L

Lesson objectives

Vocabulary focus

Horses: *bearing rein, foal, reins, saddle, stable, stall*

People: *groom, master, mistress, owner, vet*

Adjectives: *cruel, dead, flat, gentle, handsome, lazy, lonely, stiff, tight, uncomfortable, weak, wet, windy*

Adverbs: *carefully, fast, finally, happily, immediately, luckily, quietly, sadly, slowly*

General: *carriage, cart, good manners, hunting, oats, pipe, scarf, straw, trouble (n)*

Grammar focus

Adverbs

Reading skills

Retelling and summarising

Cross-curricular connections

History (transport in the past)

IT (online research)

Science (horses)

Social Studies (treatment of animals)

Resources

Reader

Audio download (UK/US) tracks 1–13

Flashcard download 1–7

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 introduce Black Beauty. Ask the children:

Why do you think this horse is called Black Beauty? Is it a good name for him?

Ask if they have seen any films about Black Beauty or any other horses, or read any stories about horses. Ask:

Do you like horses and horse riding? What kind of horse would you like to have? What would you call him or her?

Explain that this story is set in the past, before the days of cars, buses and trains, when people depended on horses to help them in their everyday work.

Read out or play the recordings of the Contents and Character pages (Audio track 1) and ask the children to follow in their Reader. Ask questions about the Contents page (Reader page 4), for example:








Which chapters are about places? Which chapters are about people?

Show them the Character page (Reader page 5) and ask more questions, for example:

Who is telling the story? Is Ginger a person or an animal?

Point to the pictures of the four grooms and ask:

Where do these men work? What is their job?

Contents		Characters		
Characters	5			
CHAPTER ONE	Mj First Years			
CHAPTER TWO	At Mr. Gordon's Farm			
CHAPTER THREE	The Bridge			
CHAPTER FOUR	A Fire!			
CHAPTER FIVE	James Says Goodbye			
CHAPTER SIX	Our Mistress is Ill			
CHAPTER SEVEN	At Earlshall Park			
CHAPTER EIGHT	A Fall on the Road			
CHAPTER NINE	Life as a Job Horse			
CHAPTER TEN	A Lazy Groom			
CHAPTER ELEVEN	Mj Final Home			
Activities	40			
Projects	52			
Glossary	55			

Focus on some more adjectives from the story, for example, heavy, gentle, kind and ask the children to give you the corresponding adverb. Award points for correct answers, and extra points for correct spellings.

Read out or play the recording of Chapters 7–11 (Audio tracks 8–12). Show the children the pictures and encourage them to retell the story. Show them the picture on page 27 and ask:

Who is the man in the picture?

What happened to Beauty's shoe? Why did Beauty fall? What happened next?



During reading

Read out or play the recording of Chapters 1–6 (Audio tracks 2–7) and ask the children to follow in their Reader. After each chapter, stop and ask the children to tell you what happened, using their own words rather than just reading the text. Show them the pictures and prompt them with questions to help them retell the story. For example, for the picture on Reader page 13, ask:

Who are the men in the cart? What time of day is it? What is the weather like?

Why did Beauty not want to go over the bridge? Were the men angry with him? What happened next?



Display the following adjectives one by one: *lucky, careful, quick, slow, immediate, final, sad*. Ask the children to find each adjective's corresponding adverb in the story.

Make sure the children understand what happens at the end of the story. Ask: *Is Beauty happy or sad? What lovely surprise did he get in his last home?*

After reading

Divide the class into teams and play a game of True/False. Teams take it in turns to make up sentences about the story, and the other team says whether they are correct or not. Award points for correct answers.

The children can do the following activities to practice retelling the story in the past tense.

- Reader activities: 3, 5, 8, 10, 13, 16, 18, 21

Discuss the story with the children. Ask: *Why do you think the author (Anna Sewell) wrote Black Beauty? What can we learn from it about animals and how to treat them?*

Differentiation

Extra support

Before the children do the Reader activities, go over the different places in the story. Help the children tell you how many places Beauty lived in. Display Flashcards 1–7 and elicit who he met in each place, and whether that character was helpful to him.

Extension

Fast-finishers can write three to five questions about things they would like to know about horses. For example: *How long do horses usually live? How do they sleep? What do they eat? How fast can they run? How many bones do they have?* They can give their questions to a partner should find the answers online.