

Lesson Plan



The Decepticons were in the laboratory. Grimlock was very strong, and he helped the Autobots to stop the Decepticons.

CEFR Level A1  
 YLE Movers  
 Text type: modern story  
 Word count: 289  
 Lexile measure: 410L

## Lesson objectives

### Vocabulary focus

Verbs in the past simple: *asked, came, flew, heard, helped, hit, jumped, kicked, ran, said, waited, was/were, went*  
 Adjectives: *big, clever, good, happy, heavy, strong*  
 General: *laboratory, scanner, scrapyard, stop*

### Grammar focus

The past simple tense

### Reading skills

Identifying the sequence of events

### Cross-curricular connections

Music (song)  
 Drama (mime for the song)

### Resources

Reader  
 Activity Book  
 Audio  
 Flashcard download 1–11

### Timing: 40–60 minutes

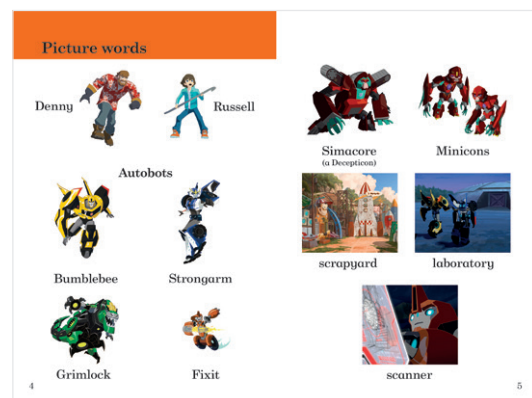
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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 front cover of the Reader and ask: *Who can you see?* If the children don't know the characters, say: *This is Grimlock. He's a robot.* Then, point to the Minicon and say: *This is a Minicon. It's a small Decepticon.* Then, read out the title of the story and ask the children: *How will Grimlock stop the Decepticons, do you think?*  
 Ask the children to look at Reader pages 4–5 and introduce the characters. Explain that Grimlock is one of the Autobots.



Use the Flashcards to practise the names of the characters. For example, show the children a Flashcard and ask: *Is it Denny? Is Denny a person, an Autobot, or a Decepticon?* Then, ask the children to help you organise the Flashcards into groups of people, Autobots and Decepticons.

**During reading**

Read out or play the Audio recording of the story and ask the children to follow in their Reader. After every few pages, stop and ask questions in the past simple to check the children’s understanding, for example:

Pages 6–7: *Where were Bumblebee and Strongarm? What did the Decepticons want to do?*

Pages 12–13: *Why was Grimlock sad?*

Pages 14–15: *Where were Simacore and the Minicons?*

Pages 16–17: *Who went to the laboratory? Why did they go there?*

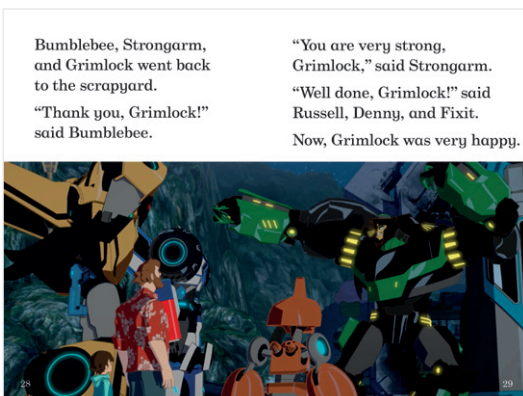


“Strongarm, we must go to the laboratory and stop the Decepticons,” said Bumblebee.

“I want to come, too,” said Grimlock.  
“OK, Grimlock,” said Bumblebee. “Let’s go!”

Read out or play the recording of the story again. After every few pages, stop and ask the children what just happened. Encourage them to describe as many actions in the past simple tense as possible.

Check that the children understand what happened in the end. Ask: *Who stopped Simacore? How did he do it? Was Grimlock happy or sad? Why?*



Bumblebee, Strongarm, and Grimlock went back to the scrapyard.  
“Thank you, Grimlock!” said Bumblebee.

“You are very strong, Grimlock,” said Strongarm.  
“Well done, Grimlock!” said Russell, Denny, and Fixit.  
Now, Grimlock was very happy.

**After reading**

Ask the children what they can remember about what happened in the story, then write the sentences below in large writing so everyone can see it. Put the children in groups and ask them to place the events in the correct order:

*Grimlock jumped on Simacore.*

*“Thank you, Grimlock!” said Russell, Denny, and Fixit.*

*Strongarm, Bumblebee, and Grimlock went to the laboratory.*

*The Decepticons were in the laboratory.*

*Grimlock wanted to stop the Decepticons.*

*Simacore waited for the Autobots.*

Use the Flashcards as clues to help children with the correct order, if necessary.

The children can do the following activities to focus on actions in the past simple tense:

- Reader activities: 4, 6, 8, 9, 10, 12, 13, 14, 16
- Activity Book activities: 9

To reinforce the sequence of events, play the song Audio on Activity Book page 16.

**Differentiation**

**Extra support**

To help children with the **After reading** activity, display the key verbs in the past simple tense as clues.

**Extension**

In pairs, children make up actions to go with the song. Then play the song a few more times, and the children can take in turns to act out the story in front of the other children.