

## Lesson Plan



Peppa, George, and all their friends were at Sports Day. But Peppa started slowly and George could not jump!

CEFR Level A1  
 YLE Movers  
 Text type: modern story  
 Word count: 248  
 Lexile measure: 290L

## Lesson objectives

### Vocabulary focus

Ordinals: *first, second, third, last*  
 Verbs in the past simple: *came, gave, had to, said, started, was/were*  
 Adverbs: *fast, slowly*  
 General: *baton, cup, elephant, friends, happy, jump, last, long, pig, pull, rabbit, race, rope, run, sports day, strong*

### Grammar focus

Ordinals

### Reading skills

Identifying the sequence of events

### Cross-curricular connections

Art (illustrating the story)  
 Music (song)

### Resources

Reader  
 Activity Book  
 Flashcard download 1–11  
 Audio download (UK/US) tracks 1, 3, 4

### 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 ask: *Who can you see?* If the children don't know the characters, point to them and say:

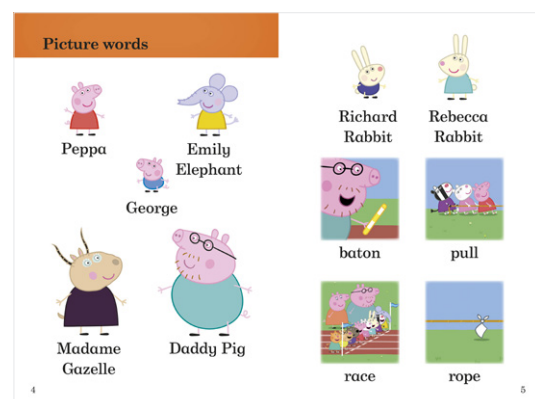
*This is Peppa. This is George. They have got cups. Do you know why?*

Read out the title and establish that it's sports day. Then ask the children about sports, for example:

*Does your school have a sports day? What sports do you do on sports day? Can you run fast?*

Ask the children to look at Reader pages 4–5. Introduce the characters and vocabulary to them. Describe the characters in turn and ask the children to guess the character. For example:

*She's a pig. She's wearing a red dress.  
 He's a rabbit. He's very small.*



## During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After reading pages 6–7, stop and ask the children to look for the characters:

*Where is Peppa? Point to George.*



Continue with the story, and after every few pages, stop and ask questions to check the children's understanding. Focus on events in the story. For example:

*What did they have to do? Did Peppa/George come first? Was Peppa/George happy?  
What did Madame Gazelle say?*

Check that the children understand what happened in the end. After pages 28–29, ask:

*What did they have to do in the last game?  
Were the boys/girls strong? Was the rope strong? Were all the friends happy?*



Read out or play the recording of the story again. Focus on what happened in the first, second, third, and last races.

When you have read about the first race, write *first* for the children to see. Ask questions:

*What was the first game? Did Peppa come first? Was she happy? Who came first? What did the friends say?*

Display Flashcard 7 with the word *first*, to show who won the first race. Then repeat the activity for the second, third, and last races.

## After reading

Say something about the story and ask the children to tell you which race or races it happened in, for example:

*Rebecca Rabbit came first in the first race.  
Peppa was not happy.  
Daddy Pig ran very fast.*

Encourage the children to use: *In the first/second/last race ...*

The children can do the following activities to focus on the sequence of events in the story:

- Reader activities: 2, 5, 7, 9, 10, 11, 13, 14, 15
- Activity Book activities: 2, 8, 10 (Audio track 3)

To reinforce the sequence of events in the story, play the song (Audio track 4) on Activity Book page 16 a couple of times. Ask the children to follow in their book and encourage them to mime the different sports.

## Differentiation

### Extra support

Display the Flashcards, so that the children can refer to key vocabulary and the names of the main characters when doing the Reader and Activity Book activities.

### Extension

In pairs, fast-finishers can do Reader Activity 8. Encourage them to use: *In the first/second/last game ...* Then they can write and illustrate a summary of the story.