

Lesson Plan



Twilight Sparkle jumped from her bed. “It’s the end of winter,” she said. “Spring must come soon, and the ponies must help!”

CEFR Level A1
 YLE Movers
 Text type: modern story
 Word count: 346
 Lexile measure: 500L

Lesson objectives

Vocabulary focus

Animals: *birds, ponies, snakes*
 Weather/seasons: *cloud, sky, snow, spring, winter*
 Verbs: *break, build, come, fly, frighten, help, jump, make, move, put on, skate, take, wake, watch, work*
 General: *angry, friends, grass, ice skates, job, nest, problem, quickly, sad, slowly, tired, together, wings*

Grammar focus

could/couldn't

Reading skills

Understanding plot

Cross-curricular connections

Art (picture of spring or winter)
 Music (song)
 Science (seasons)
 Social studies (working together)

Resources

Reader
 Activity Book
 Flashcard download 1–14
 Audio download (UK/US) tracks 1, 4

Timing: 40–60 minutes

This is to be used as a general rule 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.

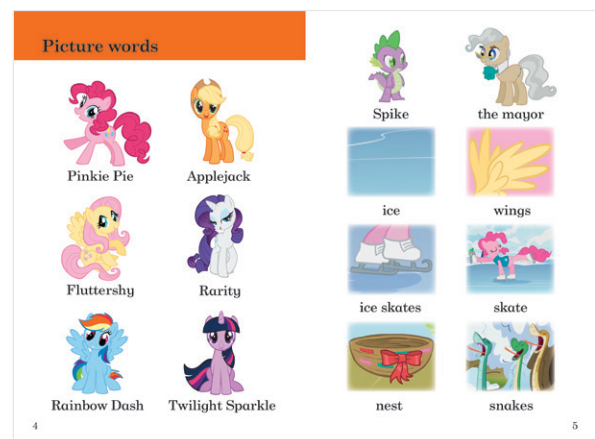
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Before reading

Show the children the cover of the Reader, but hide the title. Ask: *Who can you see?* If the children don’t know the characters, point to them and say who they are, for example: *This is Twilight Sparkle.*

Read out the title, and check that the children understand what *spring* means. Ask: *Is it spring now? What is the weather like in spring?*

Ask the children to look at Reader pages 4–5, and introduce the characters and vocabulary to them. Make statements about the characters, and ask the children to stand up if a statement is true or to stay sitting down if it is false. Ask the children to correct the false statements. For example, say: *Pinkie Pie is yellow* and establish that she is pink.



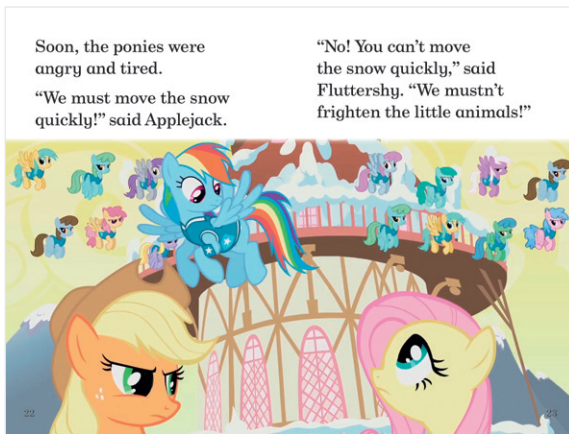
During reading

Read out or play the recording of the story (Audio track 1). Ask the children to follow in their books. Every few pages, stop and ask questions to check the children's understanding of the plot. For example, ask:

Was it spring or winter? What did the ponies take from the sky? How did Pinkie Pie break the ice?

At the end of the story, check that the children understand what happened. Help them to identify the problem and the solution.

For example, after Reader pages 22–23, ask: *Why were the ponies angry and tired? What was the problem?* and elicit *They worked very slowly, and they did not work together.*



Then, after pages 26–27, ask: *How did Twilight help spring to come?* and elicit *She helped the ponies work together.*



After reading

Read or play the story again, and ask questions about what the characters were able to do.

Encourage the children to use *could* or *couldn't*. For example, after Reader pages 8–9, ask: *Could Rainbow Dash and her ponies fly to the clouds?* and elicit *Yes, they could.*

The children can do the following activities to focus on the plot:

- Reader activities: 4, 5, 6, 7, 8, 9, 11, 17
- Activity Book activities: 5, 7, 12, 14

Play the song (Audio track 4) on Activity Book page 16 a couple of times, and encourage the children to follow in their books and join in. Then discuss why it is good to work together and help each other.

Differentiation

Extra support

Do Reader activity 7 orally with all of the children to reinforce the meaning of *could* and *couldn't*.

Extension

In pairs, fast-finishers can do Reader activity 15. Then they can draw a picture of spring or winter, and write about the things they do at this time of year.