

## Lesson Plan



The ponies were at the Pony Games! Soarin hurt his wing. Did Rainbow Dash fly with the fastest ponies, or with her friends?

CEFR Level A2  
YLE Flyers  
Text type: modern stories  
Word count: 817  
Lexile measure: 540L

## Lesson objectives

### Vocabulary focus

Verbs: *buy, decide, hurt, rest, win*  
Verbs in the past simple: *answered, arrived, asked, carried, decided, fell (down), flew, knew, met, practiced, replied, said, saw, spoke, thought, visited, wanted, went*  
Adjectives: *easy, excited, happy, warm, well*

### Grammar focus

Past simple tense  
Past continuous tense

### Reading skills

Summarizing the events in a story

### Cross-curricular connections

Art (drawing)  
Music (song)  
Social Studies (the importance of friendship)

### Resources

Reader  
Activity Book  
Audio  
Flashcard download 1–14  
Colouring pencils or crayons

### 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? What do you think the Pony Games are?* Explain that the Pony Games are a flying competition and all the ponies in the picture will take part.

Ask the children to look at the **Picture words** on Reader pages 4–5, and introduce the characters and vocabulary. Give children time to study the pictures and words.



Divide the children into groups. Ensure each group has colouring pencils or crayons. Secretly give one child from each team a word to draw for their team to identify (they should all be the same word or character). The first team to identify the word or character gets a point.

**During reading**

Read out or play the Audio recording of the story. Ask the children to follow in their Reader. Every few pages, stop and ask children questions to check the children’s understanding of the plot. Use the past simple or the past continuous tense, and encourage children to use complete sentences when responding. For example, after Reader pages 22–23, ask: *What was Soarin doing before he fell? What happened when he fell? What did Rainbow Dash do?*



Help the children to understand the dilemma that Rainbow Dash faces in the story. After Reader pages 36–37, ask: *Which team did Rainbow Dash practice with? Which team is the fastest? What team are all of her friends on? What does Rainbow Dash have to decide? What will happen if she chooses the Wonderbolt team? Which team do you think she will choose? Why?*



After finishing the story, ask the children: *Do you think Rainbow Dash made the right decision? Why?* Elicit that friends are more important than winning.

**After reading**

Divide the children into groups. Ask them to make a story map. This can be done with a large piece of paper, divided in to five sections. The titles for these sections should be as follows: *Place, Characters, Problem, Events, Resolution*. Explain the meaning of these headings. Tell the children that they should only include the most important information from the story. Once the children are finished, invite each group to present a section of their story map to the rest of the class.

Play the song Audio on Activity Book page 16 and have children to follow along in their Reader. Ask the children which verbs in the song are in the past simple tense. Then play the song again, and have children stand up every time they hear a past simple verb. Alternatively, you could have children raise their hands every time they hear a past simple verb.

**Differentiation**

**Extra support**

Do Reader activity 10 orally with all of the children, before children complete the activity in their Readers. After children have finished, correct it together. Write down the answers, and revise how each tense is formed. After each answer, ask the children: *Is that the past simple or the past continuous tense?*

**Extension**

Ask fast-finishers to look back through their Reader and write down any instances of the past continuous tense in their notebooks.