

Tom's brother Will was a knight. One day, Will had to go away. Later, a knight in red armor came to the castle. Who was he?

CEFR Level A1+
YLE movers
Text type: fiction
Word count: 412
Lexile measure: 450L

Lesson objectives

Vocabulary focus

Verbs in the past simple: *asked, broke, called, came, died, gave, grew, had, held, helped, liked, put, ran, said, saw, started, thought, wanted, was/were, won, wore*

General: *armor, break, castle, gold coin, joust, knight, lance*

Grammar focus

Past simple

Reading skills

Identifying the main events

Cross-curricular connections

Art (poster about knights)

History (knights)

Music (song)

Resources

Reader

Activity Book

Flashcard download 1–7

Audio download (UK/US) tracks 1, 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: *What can you see in the picture?* Establish that there is a boy, a man, a horse, and a castle.

Read out the title and ask:

*Can you see the red knight? Where is he?
What is he wearing?*

Explain that he is wearing armor.

Then ask: *Is this now or in the past? Why?*

Establish that it's in the past and encourage the children to give reasons.

Ask the children to look at Reader pages 4–5 and ask them which words they know.

Introduce the new vocabulary. Then describe individual words and ask them to point to the correct picture.



Talk to the children about what they know about knights, armor, and jousting. Use Flashcards 1–7.

During reading

Read out or play the recording of the first two pages of the story (Audio track 1) and ask the children to follow in their Reader.

Then ask questions to check the children’s understanding. For example:

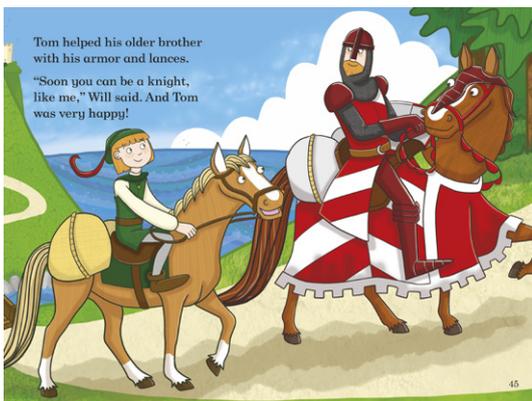
- Do these people live now or in the past?*
- Who was Tom? And who was Will?*
- Who was older, Tom or Will?*
- Who was the knight?*

Continue with the rest of the story and after every few pages, stop and ask questions about the main events, encouraging the children to reply in the past simple. Focus on what the people did and encourage the children to reply using the past simple, for example:

- What did Will have to do? What did he give Tom? How did Tom help the old knight? What did Tom do after the old knight died? Then who came to the castle? Who won the joust?*

Make sure that the children understand what happened at the end of the story. Focus on the main events and ask:

- What did Tom see around the Red Knight’s neck? What did Tom do at the end of the story? What did Will say?*

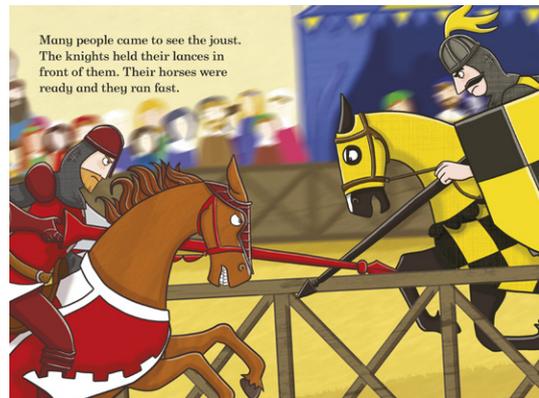


After reading

Ask the children what they can remember, and encourage them to tell you about the main events in the story using the past simple. Use the Flashcards as clues to help the children, and let them look through the Reader again if necessary.

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

- Reader activities: 2, 4, 5, 7, 8, 10, 14
- Activity Book activities: 7, 10



To reinforce the main events in the story, play the song (Audio track 4) on Activity Book page 16 a few times, and encourage children to follow in their book and join in.

Differentiation

Extra support

Do the Reader and Activity Book activities out loud with all the children. Then, ask the children to write the answers down.

Extension

Fast-finishers can make a poster about knights. They should ask and answer the questions in Reader activities 11 and 15. They could then find or draw pictures to illustrate what they write about.