

Lesson Plan



It is sports day at school. Topsy and Tim want to come first in all the races. But they do not come first and they are not happy.

CEFR Level A1
 YLE Movers
 Text type: modern story
 Word count: 299
 Lexile measure: 380L

Lesson objectives

Vocabulary focus

Sports day: *dressing up, egg and spoon, hoops, race, run, sacks*

Ordinals: *first, second*

General: *coat, hat, next, twins, umbrella*

Grammar focus

Gerund after *like(d)*: *running, dressing up*

Infinitive after *want(ed)*: *to watch, to come first*

Reading skills

Identifying details

Cross-curricular connections

Art (poster design)

Music (song)

Physical Education (sports day)

Social Studies (winning and losing)

Resources

Reader

Activity Book

Flashcard download 1–9

Audio download (UK/US) tracks 1, 2, 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 the title. Ask: *Who is this story about?* Introduce Topsy and Tim. Ask questions, for example: *Are they brothers/sisters/friends?* Establish that they are twins. Ask questions:

How are they the same? How are they different?

Point to their clothes to elicit the vocabulary: *T-shirt, shoes, hats, white, blue, red and pink.*

Ask the children to look at Reader pages 4–5. Point to the picture at the bottom right of page 5 and ask: *What are these children doing?* and try to elicit that it is sports day. Ask questions:

*Do you have a sports day at your school?
 What is your favorite race?*

Point to the pictures of the items in turn. Explain that some races are not only about running and ask the children to guess how the items can be used in races.



During reading

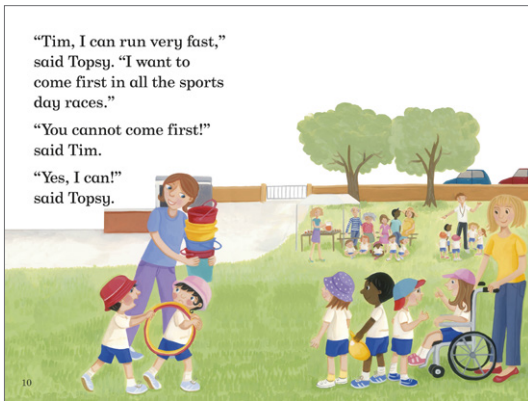
Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask questions to focus on details in the story:

Who was at school sports day? How many children were in the first race? What did they wear in the dressing-up race?

Read out or play the story again. Ask questions to focus on the gerund (after *like*) and infinitive (after *want*): *What did the twins like doing?*

Show the children the pictures on pages 8–9 and 10–11. Ask questions:

What did Topsy want to do at sports day? What did Mommy want to do?



Check that the children understand how the twins felt after each race. Ask:

Were Topsy and Tim happy after the sack/dressing-up race? Why? / Why not?

Check that children understand what happens at the end of the story. Show Reader pages 28–29. Ask:

Were Topsy and Tim happy? Why? / Why not? Was Mommy happy? Why? / Why not?



After reading

Ask the children for more details about the races, for example: *How many races were there? What were they?*

Display Flashcards 62, 63, 64, 65 and 67 in a random order. Ask the children to put them into the order of the races, then elicit: *First, there was a running race. Then, there was ...*

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

- Reader activities: 2, 3, 7, 8, 12, 17
- Activity Book activities: 1, 2, 5 (Audio track 2), 6, 7, 10 (Audio track 3)

They can do Activity Book activity 11 to focus on the gerund after *like* and the infinitive after *want*.

To practice listening for details, divide the children into groups and give each group one or two of the Flashcards 1–3, 4–7. Tell the children you are going to play a song about the story. Ask them to stand up when they hear the person or item on their Flashcard mentioned.

Play the song (Audio track 4) on Activity Book page 16. Repeat the activity, moving the Flashcards around the groups so that the children listen for a different person or item.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display the Flashcards, so that they can refer to key vocabulary and the names of the main characters.

Extension

Fast-finishers can make a poster showing the programme for a school sports day. They should write the heading *School Sports Day* at the top, then list the types of races in the order in which they will happen. They can draw pictures to illustrate the different races.