

Lesson Plan



Masha cooked some new porridge because she did not like Bear's old porridge. Oh no! Now there was too much porridge!

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 288

Lexile measure: 450L

Lesson objectives

Vocabulary focus

Adjectives: *angry, big, clean, fat, happy, hot, hungry, new, nice, old, pink, quiet, tired*

Animals: *bear, hare, hedgehog, squirrel, wolves*

Food: *jam, milk, oats, porridge*

Verbs in the past simple: *added, ate, came, cooked, found, gave, got, looked, put, ran, said, took, wanted, went*

General: *bowl, game, kitchen, living room, lots of, of course, pot, quickly, water*

Grammar focus

Past simple

Reading skills

Predicting

Cross-curricular connections

Art (making masks)

Drama (acting out a part of the story)

Music (song)

Science (making porridge)

Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 3, 4

Flashcard download 1–11

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.

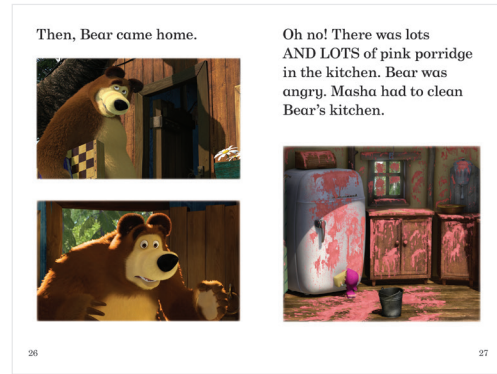
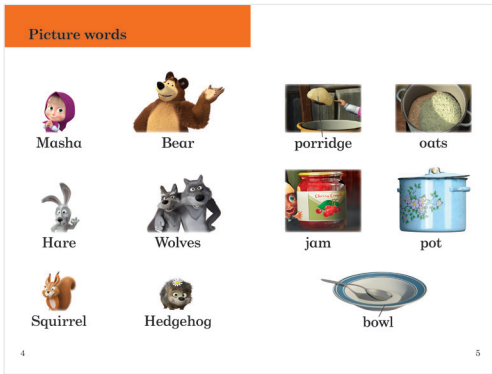
Lesson plan

Before reading

Show the children the cover of the Reader but hide the title. Ask: *Who can you see?* and introduce Masha. Point to the bowl of porridge and ask: *What is this?* Establish that it is porridge. Ask: *What color is it?* and elicit *pink*. Make a surprised face and ask: *Is porridge pink?* and elicit *no*. Ask more questions, for example: *Do you like porridge? Would you like to eat pink porridge?* Reveal the title and mime or explain the concept of too much. Point to Masha's face and ask the children if they can guess why she looks shocked.

Talk about colors of food. Display some colors, for example, *yellow, white, orange, brown*. Elicit the names of some foods from the children. Ask them to help you put them under the appropriate color. For example, *bananas* (yellow); *milk* (white); *carrots* (orange); *chocolate* (brown).

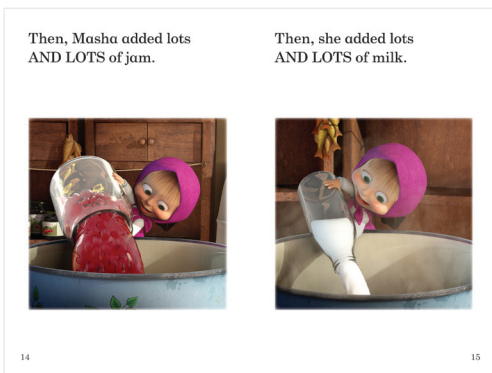
Ask the children to look at Reader pages 4–5 and go over the characters and other vocabulary, making sure that the children understand the meanings.



Ask: Which pictures show animals? Which pictures show foods? Make statements about the pictures and ask the children to correct false ones, for example: *There are three wolves. The jam is blue.* Award points for correct answers.

During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every few pages, stop and focus on the pictures, for example, Masha making porridge on Reader pages 14–15.



Encourage the children to guess what happens next. Ask: *What color is Masha's porridge, do you think? Is it blue/yellow/red? Elicit pink.* Turn to Reader pages 16–17 so the children can check if their prediction was correct.

Read out or play the recording of the text again. Every few pages, stop and ask questions to check the children's understanding. Encourage them to use the simple past tense to tell you what happened. For example, after Reader pages 26–27, ask: *What happened when Bear came home? Was he happy or angry? What did Masha have to do?*

After reading

Divide the class into two teams, A and B. Hold up a Flashcard, for example, *bowl*. Ask Team A to make a sentence about the picture on the Flashcard. For example: *The bowl is blue and white.* Hold up another Flashcard for Team B. Award points for correct sentences. If teams can give you a sentence with the verb in the past simple, they get extra points, for example: *Masha put the porridge in a bowl.* Distribute the Flashcards to the two teams, and repeat the game with the children holding up a Flashcard for the other team.

The children can do the following activities to focus on the main events in the story and the past simple tense:

- Reader activities: 3, 4, 6, 8, 9, 10, 17
- Activity Book activities: 6, 7 (Audio track 2), 9

Play the song (Audio track 4) on Activity Book page 16. Encourage the children to listen and join in. Divide the class into three groups and ask each group to sing a verse. Whenever they hear the word *porridge*, all the children should put up their hands.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–11 again, one by one. Show them Reader pages 24–25 and help them identify the characters and items on those pages. Help them to find the pages in the story where the items on the remaining Flashcards appear.



Extension

Fast-finishers can work in pairs. They can make masks of Bear and Masha, and act out the part of the story where Bear comes home. He is angry with Masha and tells her to clean up the kitchen.