

Lesson Plan



Powhatan was Chief of a tribe. Pocahontas was his daughter. They lived in a fine place. Then, English men came in big boats.

CEFR Level A1
 YLE Movers
 Text type: traditional tale
 Word count: 291
 Lexile measure: 470L

Lesson objectives

Vocabulary focus

Adjectives: *big, famous, happy, rich, right, safe*
 Food: *fish, fruit, meat, vegetables*
 Past simple irregular verbs: *came, caught, gave, go, got, had, ran, said, taught, thought, told, took, was/were*
 People: *Chief, daughter, English (man/men), family, friend, tribe*
 Places: *country, England, farm, forest, prison, river, sea*
 General: *animal, boat, gun, language, story, winter, word*

Grammar focus

Past simple irregular verbs

Reading skills

Summarizing

Cross-curricular connections

Drama (acting out a dialogue)
 Geography (England, New World)
 Music (song)
 Social studies (helping strangers)

Resources

Reader
 Activity Book
 Audio (UK/US) tracks 1, 3, 4
 Flashcard download 1–11

Timing: 40–60 minutes

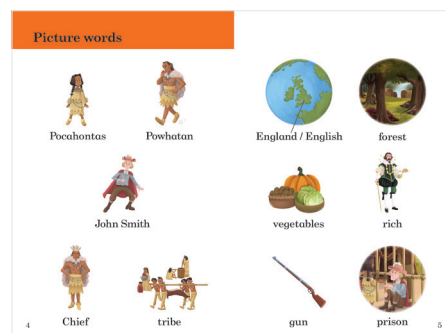
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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. Point to the girl and ask: *Where is she?* Elicit or establish that she is in a forest. Focus on some of the things in the forest, for example, animals, trees, the river. Ask: *Is the girl happy or sad?* and elicit that she is happy. Ask the children to guess why she is happy and establish it is because she likes the forest and the things in it. Reveal the title and introduce the girl as Pocahontas. Say her name a few times, and encourage the children to repeat it after you. Ask the children to look at Reader pages 4–5.

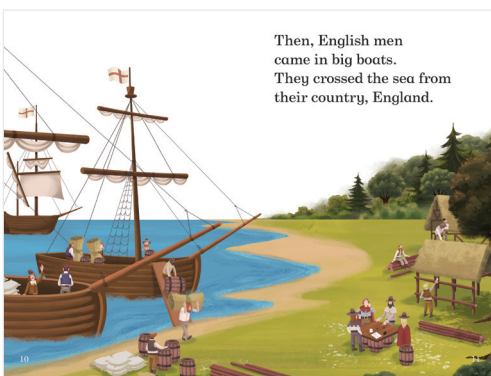


Go over the characters' names, paying particular attention to the pronunciation. Make sure the children understand the concepts of Chief, tribe, and England. Explain that England is a country and the English are the people who live there. Explain, too, that Pocahontas and Powhatan and their tribe live in a country far away from England. Ask: *Who is a Chief?* and help them to identify Powhatan. Ask: *Where is John Smith?* and elicit that he is in prison.

Give the children time to study the pictures in their books, then hold up Flashcards 1–11 one by one, but hide the words. Ask the children to name the picture on each Flashcard without referring to their books.

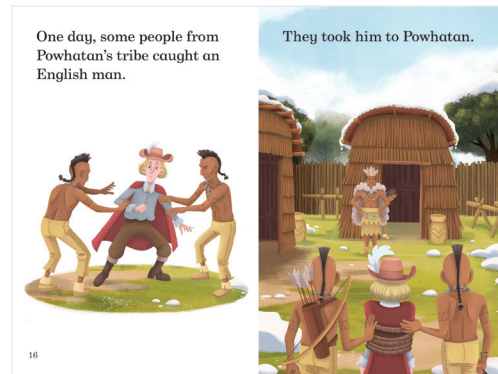
During reading

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 ask the children to summarize what happened. Encourage them to use the pictures to help them, and to make statements in the past simple tense. For example, after Reader pages 10–11, ask: *Who came in these boats? Where did they come from?* and elicit that the people in the boats are English men and they came from their country, England.



Display some irregular past simple verbs from the story. Read out or play the recording of the text again. Ask the children to put up their hands when they see or hear one of the verbs. Ask more questions to check the children's understanding and give them practice in summarizing events. Encourage them to

use the simple past tense, particularly with irregular verbs. For example, after Reader pages 16–17, ask: *Who did the men in the tribe catch? Where did they take him?*



After reading

Organize a competition, either with the whole class or in two teams. Display an irregular verb from the story in the past simple tense, for example, *had*, and ask a child from Team A to tell you the present simple. If correct, award points. If incorrect, ask a child from Team B. For extra points, ask teams to give you a sentence about the story using that verb, for example: *The English men had guns.*

Talk more about the events in the story and characters. Ask: *How does Pocahontas help John? Do you like her? Would you like to live in a forest? Talk about the ending of the story and ask: Do you like the ending? What happens next, do you think? Does John stay with Pocahontas? Do they go to England?*

The children can do the following activities to practice verbs in the past simple.

- Reader activities: 6, 10, 11, 12, 16
- Activity Book activities: 8, 12 (Audio track 3), 14

Divide the class into two groups. Give Group A the Flashcard of Pocahontas and Group B the Flashcard of John Smith. Play the song (Audio track 4) on Activity Book page 16. Encourage the children to listen and join in. Group A can sing the first and third verses, and Group B the second and fourth verses.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–11 in random order. Ask the children to find a page in the Reader relating to that Flashcard. Help them to arrange the Flashcards in the order they appear in the story.

Extension

Fast-finishers can work in pairs. One child is Pocahontas and the other is John Smith. Each child makes a list of words in English. They can make up and act out a dialogue where John is teaching Pocahontas the words, then swap roles.