

## Lesson Plan



Mulan wanted to join the army. She cut off her hair and put on men's clothes. Then, she rode away to become a great soldier.

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 872

Lexile measure: 490L

## Lesson objectives

### Vocabulary focus

Adjectives: *beautiful, empty, frightened, great, hot, ill, important, interesting, new, old, sad, strong, surprised, unhappy, wrong, young*

Army: *bow and arrow, captain, enemy, lance, soldier, sword, war*

Places: *desert, market, mountain, river, village*

Verbs: *fight, kick, kill, ride, shout, use, weave, whisper*

General: *daughter, hair, horse, idea, jacket, job, life, trousers, voice*

### Grammar focus

Conjunctions of time and phrases: *next, next morning, that evening, then, when*

### Reading skills

Identifying a sequence of events

### Cross-curricular connections

Geography (China)

History (legend of Mulan)

IT (online research)

Music (song)

### Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 2, 4

Flashcard download 1–15

### Timing: 40–60 minutes

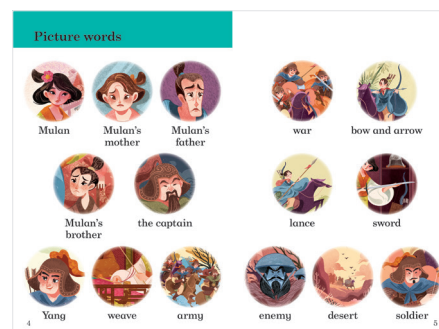
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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

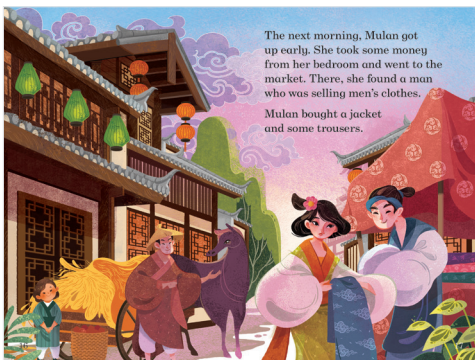
Show the children the cover of the Reader but hide the title. Point to the girl and ask: *Is this a girl or a boy?* Reveal the title and introduce her as a girl called Mulan. It is possible some children will already know the story of Mulan if they have seen the Disney movie or other films about her. Ask more questions, for example: *What country is Mulan from, do you think?* Establish she is from China. Ask: *Is this story in the past or the present? How do you know?* Point to Mulan's clothes and arrows and establish it is in the past. Explain that she was a famous legendary Chinese heroine, who pretended to be a man so she could take her father's place in the army. Ask the children to look at Reader pages 4–5 and go over Mulan's family and the other characters and vocabulary.



As the children are likely to find some of the vocabulary quite challenging, spend time making sure they understand the meanings. Hold up Flashcards 1–15 in random order, and help the children categorize them into Mulan's family, and vocabulary related to fighting.

### 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 questions to check the children's understanding of the sequence of events. Ask questions to encourage them to tell you what has happened. For example, after Reader pages 16–17, ask: *What did Mulan do the next morning? Where did she go first? What did she do there?*



Read out or play the story again and continue asking the children to retell sections of it. Display some conjunctions or phrases of time, such as *next* and *then*, and encourage the children to use these when describing the sequence of events. For example, after pages 34–37, ask: *Where did the soldiers ride first? Where did they go next?* Help the children to answer with *First . . . next . . . then . . .*



### After reading

Display some statements about things that happen in the story, but in the wrong order. Ask the children to help you put them into the correct sequence of events.

Divide the class into two teams and distribute the Flashcards between them. Team A thinks of a question to ask Team B about the picture on their Flashcard and their role in the story. For example, for the captain, they can ask: *Who is this? What does he do in the story?* Award points for correct questions and answers.

Talk more about the characters and events in the story. Ask: *Do you like this story? Why/why not? Was it exciting? Do you think Mulan was brave?*

The children can do the following activities to check their understanding of the main events.

- Reader activities: 1, 2, 5, 6, 8, 9, 11, 13, 14, 15
- Activity Book activities: 4 (Audio track 2), 6, 9, 10, 11

Play the song (Audio track 4) on Activity Book page 16 and encourage the children to listen and join in.

## Differentiation

### Extra support

Before the children do the Reader and Activity Book activities, go over Flashcards 1–15 again. Choose some Reader pages, and help the children label them with vocabulary from the Flashcards and any other words they know. For example, for Reader pages 26–27, they can label *Mulan*, *bow*, *arrow*, *lance*, *sword*, *horse*, *tree*, *leaves*.

### Extension

Fast-finishers can research online about a hero or heroine from their own country – legendary or real. They can write sentences about when the person lived and their achievements, and present the information to the other children.