

Lesson Plan



The ponies go on a camping holiday! They want to eat a nice supper. Then, the bugs come . . .

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 292

Lexile measure: 460L

Lesson objectives

Vocabulary focus

Adjectives and adverbs: *heavy, horrible, quickly*

Places: *camp, cave, river*

General: *bite (n), bug, carrot, carry, holiday, outside, pony, supper*

Grammar focus

Can/can't and must

Reading skills

Identifying characters

Cross-curricular connections

Art (drawing a picture)

Music (song)

Science (bugs)

Social studies (holidays)

Resources

Reader

Audio (UK/US) tracks 1, 2, 3

Flashcard download 1–10

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.

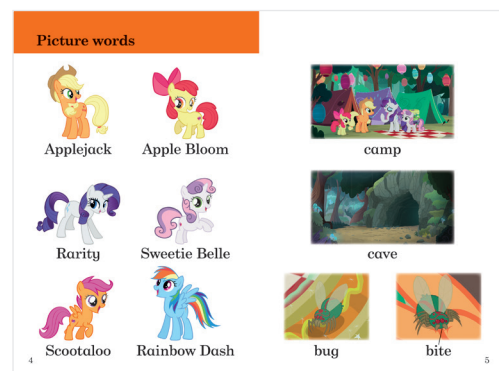
We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover of the Reader, but hide the title. If they don't already know the ponies, introduce them from left to right as Apple Bloom, Applejack, Rarity and Sweetie Belle. Point to the tents and ask: *What are they doing?* and teach or elicit that they are camping. Ask: *Can you guess what this story is about?* Reveal the title, and make sure the children understand the meaning of *camping holiday*. Ask: *Have you ever been camping? Did you like it? Why/why not? What did you take with you?*

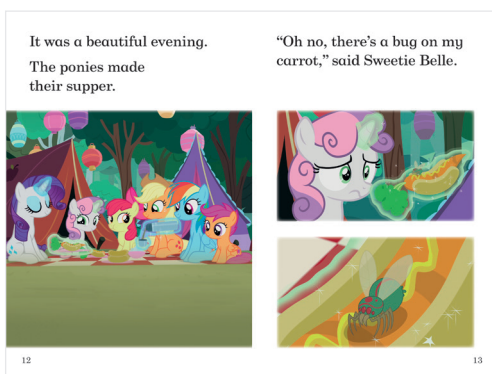
Ask the children to look at Reader pages 4–5. Go over the characters, and ask the children to repeat their names after you.



Help the children them to differentiate between the ponies. Ask questions, for example: *Which pony is blue? Which pony has red hair?* Give the children time to study the ponies, then hold up Flashcards 1–6 one by one in random order, but hide the names. Ask: *Who is this?* and ask the children to name each one without referring to their books. Award points for correct answers. Go over the other words and check that the children understand the meanings.

During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. From time to time, before reading the text, stop and ask questions about a character. For example, before Reader page 13, ask: *Which pony is this? Why do you think she looks sad? What is on her carrot?* On pages where the ponies appear together, for example, page 12, ask the children to name them.



Read out or play the recording of the text again. This time, focus on *can/can't* and *must*. Make sure that children understand the difference between the forms, for example, after Reader page 21 where both are used. Encourage the children to find other examples of *can/can't* and *must* in the story, and ask questions to elicit short answers, for example: *Can the ponies eat their supper? Must they go into the cave? Can the bugs go into the cave?*



After reading

Divide the class into teams. Make a statement about a character in the story, for example: *This pony doesn't like caves*. Award points to the first child or team to identify the character correctly. For extra points, ask teams to give you more information about the character, for example: *Scootaloo has pink hair*. Get teams to make statements about characters for the other team to correct, for example: *Rainbow Dash is pink*.

Talk more about the characters. Ask: *Do you like this story? Who is your favorite character? What did they say/do in the story?* Ask about bugs: *Do you like bugs? Have you ever been bitten by a bug? Where and when did it happen?*

Talk about holidays with the children. Ask: *Where would you like to go on holiday?* (for example, the beach). Ask: *What do you like doing on holiday?*

The children can do the following Reader activities to focus on identifying characters:

- 1, 3, 4, 7 (Audio track 2), 12

Divide the class into five groups. Distribute the Flashcards of Scootaloo, Rainbow Dash, Sweetie Belle, Applejack and Rarity. Play the song (Audio track 3) on Reader page 47, and ask the children to listen and join in. Each group should sing their character's line(s), and hold up their Flashcard. Swap the groups around.

Differentiation

Extra support

Before the children do the Reader activities, go over Flashcards 1–10 again, one by one. Choose some Reader pages which show a number of characters and items, for example, page 27, and help the children to label them.

Extension

Fast finishers can draw a picture of themselves in a place they enjoy going to on holiday or would like to go to, and label it. They can write two or three sentences, for example: *I love going to the beach. I like to swim in the sea.*