

Lesson Plan



Panda was hungry. He wanted to make some dumplings. Bear wanted to help. "I want to make dumplings, too!" said Masha.

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 271

Lexile measure: 360L

Lesson objectives

Vocabulary focus

Adjectives: *angry, beautiful, big, blue, happy, hungry, little, quick, small, ugly*

Animals: *bear, bird, butterflies, caterpillar, panda*

Cooking: *dough, dumplings, jar, meat, pot, sausages*

Verbs in the past simple: *caught, cooked, could, cut, found, got, jumped, looked, made, played, put, ran, remembered, roll, saw, thought, wanted*

General: *ball, face, friend, fun, kitchen, table*

Grammar focus

Past simple questions

Adjectives

Reading skills

Vocabulary development

Cross-curricular connections

Art (making finger puppets)

Drama (acting out a dialogue)

Music (song)

Science (making dumplings)

Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 2, 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 is this?* and introduce Panda. Ask: *What color is he?* and elicit *black and white*. Talk more about the picture. Show the children the dumpling, and establish that it is a kind of food with meat on the inside and dough on the outside. Reveal the title and explain that Panda wants to make dumplings.

Talk about favorite foods with the children. Ask: *What do you like to eat? When do you eat this food? What food don't you like?* Make a list of the children's favorite foods. What is the most popular? What are the least popular foods?

Ask the children to look at Reader pages 4–5 and go over the characters and other vocabulary.



Make statements and ask the children to point to the picture you are referring to, for example: *You can eat these. These can fly.* Make sure the children understand that dumplings are made from dough. Give them a few minutes to study the pictures then hold up Flashcards 1–11 one by one, but with the words covered. Ask the children to say the words without referring to their books.

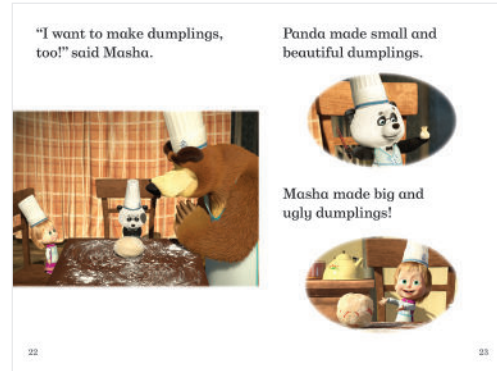
During reading

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 questions to check their understanding of the main events. For example, after Reader pages 10–11, ask: *How did Bear and Panda make dumplings? Who got the meat? What did Panda do?* Encourage the children to reply using the past simple form of the verbs.



Read out or play the recording of the text again. Display some adjectives, for example, *angry, beautiful, big, blue, happy, hungry, little, quick, small, ugly.* Stop at pictures of characters and scenes and elicit the adjectives which go with

them. For example, after Reader page 21, ask: *How did Bear feel?* and elicit *angry.* After Reader pages 22–23, ask: *What were Panda's dumplings like?* and elicit *They were small and beautiful.* Focus on opposite adjectives: *beautiful/ugly; angry/happy; small/big.*



After reading

Divide the children into teams. Gradually reveal Flashcards 1–11 but hide the words. Ask: *What/who is this?* Award points for correct answers. For extra points, give each team a Flashcard. Ask the children to look back through the story, and tell you two things about that picture. Encourage them to use the new vocabulary they have learned in the story. For example, for dumplings: *You make dumplings from dough. They have meat inside.*

Play a spelling game with the children. Display a word from the story but with the letters jumbled up. Ask a child from one team to tell you the word, and spell it. Write the word as they spell it, and if correct, award points. If incorrect, ask a child from another team to spell the word.

The children can do the following activities to focus on vocabulary development:

- Reader activities: 1, 2, 4, 11, 13, 15, 17
- Activity Book activities: 1, 3, 4, 5 (Audio track 2), 14

Play the song (Audio track 4) on Activity Book page 16. Encourage the children to listen and join in. Demonstrate how to mime the actions, for example, rolling and cutting the dough.

Divide the class into two. All the children should sing the chorus and mime the actions, then each group should sing a verse, again with actions.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–11 again. Help the children categorize the pictures into five groups: characters; verbs; containers; dumplings; insects. Look at Reader pages which show two or more pictures, for example, pages 8–9. Help the children identify who is in each picture.

Extension

Fast-finishers can work in pairs and make finger puppets of Bear and Panda. Then, they can act out a dialogue about making dumplings. For example, Bear begins: *I'm hungry* and Panda replies: *Me too. Let's make dumplings.* They then talk about how they are going to make the dumplings.