

## Lesson Plan



One morning, Pom Pom wakes up, and he is **VERY** grumpy! His friends say, “That’s OK, we have grumpy days, too!”

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 576

Lexile measure: 290L

## Lesson objectives

### Vocabulary focus

Adjectives: *favorite, grumpy, happy, hot, sad, sorry*

People: *baby brother, friend*

School: *football, jump rope, playground*

Verbs: *find, go, like, listen, play, say, see, shout, wake up, want*

General: *bed, breakfast, box, music, radio, toy*

### Grammar focus

Present simple/continuous

Adjectives

### Reading skills

Retelling a story

### Cross-curricular connections

Art (making masks)

Music (song)

Social studies (friendship)

### Resources

Reader

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

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. Ask: *Who is this?* and introduce Pom Pom. Ask: *What animal is he?* and establish that he is a panda. Ask: *What colors is a panda?* and elicit *black and white*. Say: *Look at Pom Pom’s face. How is he feeling, do you think?* and establish that he is feeling *grumpy*. Make a grumpy face yourself. Make other faces, for example, *happy, sad, angry, surprised*, and ask the children to guess how you are feeling.

Talk about feeling grumpy with the children. Ask: *Do you sometimes feel grumpy? Why? What do you do when you feel grumpy?*

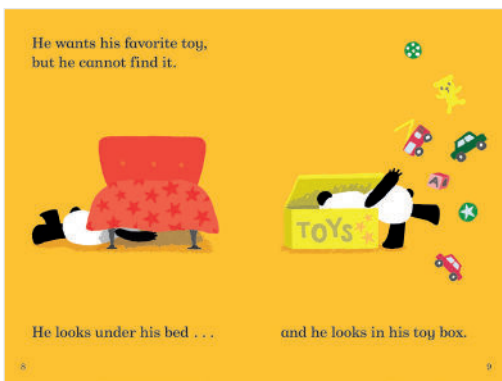
Ask the children to look at Reader pages 4–5.



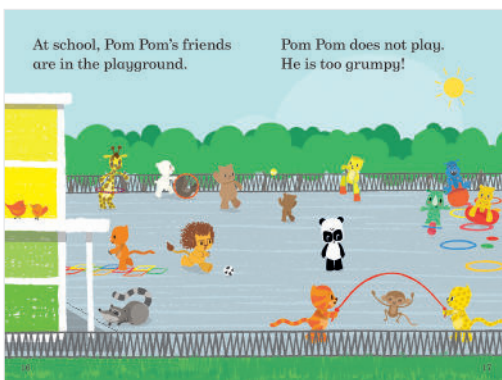
Go over the characters and ask them to point to the pictures which show Pom Pom. Ask: *Who are Pom Pom's family? Who are his friends?* Elicit or explain that Buddy is a lion and Scout is a tiger. Hold up Flashcards 1–5 one by one, but hide the names. Make statements for the children to correct, for example: *This is Mommy. She is grumpy.*

### During reading

Read out or play the Audio recording of the text (track 1) and ask the children to follow in their books. Every few pages, stop and ask the children to tell you what is happening. Show them the pictures to prompt them with questions and encourage them to use the present simple or present continuous tense. For example, after Reader pages 8–9, ask: *Where does Pom Pom look for his favorite toy?*



Read out or play the recording of the text again. This time, focus on adjectives to encourage the children to retell the story. For example, after Reader pages 16–17, ask: *Where is Pom Pom? Why does he not play with his friends? and elicit He is too grumpy.*



### After reading

Talk about friendship with the children. Ask: *How do Pom Pom's friends help him? Do your friends help you when you are grumpy? Do you help them?*

The children can do the following activities to practice retelling the story: 2, 3, 5, 7, 11, 14, 16.

Play the song (Audio track 4) on page 47 to practice retelling the story. Ask the children to listen and join in. Demonstrate singing 'Humph!' and Pom Pom's other words in a suitably cross and grumpy voice. Divide the class into four groups, and ask each group to sing a verse.

## Differentiation

### Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–10 again, one by one. Ask them to find a page or pages in the Reader relating to each Flashcard. Help them arrange the Flashcards in the order they appear in the story.

### Extension

Divide fast-finishers into three groups. They can make masks of Pom Pom, Buddy and Scout and act out their lines from the story.