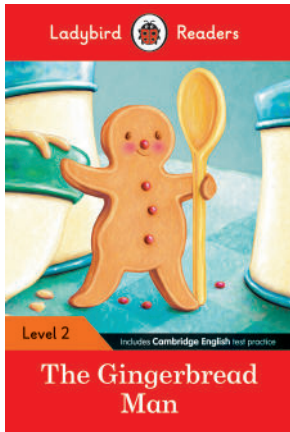


Lesson Plan



One day, a little old woman made a gingerbread man. He jumped from the oven and ran and ran!

CEFR Level A1

YLE Movers

Text type: traditional tale

Word count: 253

Lexile measure: 330L

Lesson objectives

Vocabulary focus

Parts of the body: *back, feet, hands, head, tail*

Animals: *cow, fox, horse*

Verbs in the past simple: *ate, came, cooked, jumped, made, met, ran, said, took*

Grammar focus

Past simple

Reading skills

Identifying the sequence of events

Cross-curricular connections

Art (stick puppets)

Music (song)

Science (animals, parts of the body)

Resources

Reader

Flashcard download 1–7

Audio download (UK/US) tracks 1, 4

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 and ask: *What can you see?* Introduce the title and point to the gingerbread man. Ask:

Is he a person or a biscuit? Can you eat him? What parts of his body can you see?

Point to parts of the gingerbread man's body to elicit vocabulary such as *head, hands, and feet*.

Ask the children to look at Reader pages 4–5. Ask: *What animals can you see?* Describe each animal in turn, and ask the children to guess the animal. For example:

It's got a black and white head.

It's got an orange and white tail.

It's got a brown head with a white nose.



During reading

Read out or play the story (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask questions to check the children's understanding. Focus on events in the story. For example:

What did the gingerbread man do at the start of the story? Who did he meet first? What did the cow say? Did the horse catch him?

Read out or play the story again. This time, stop after each event and ask the children to describe what just happened. Encourage them to use as many actions in the past simple as possible. For example:

Pages 6–7: *A little old woman **cooked** a gingerbread man.*

Pages 8–9: *The gingerbread man **ran** from the house.*



After reading

Ask the children what they can remember. For example:

Who made the gingerbread man? Who ran from the house? Who wanted to eat the gingerbread man? Did the old woman/horse/fox catch the gingerbread man?

Display sentences about the main events in the story, but in the wrong order. Ask the children to tell the story in the correct order. Say: *Let's tell the story. First ... , Then ... , In the end ...*

Use the Flashcards as clues to help the children work out the correct order.

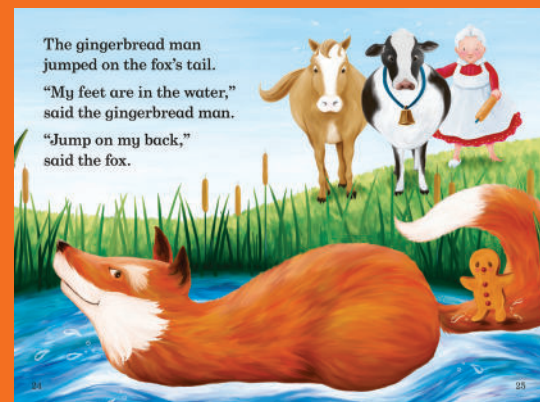
The children can do the following activities to focus on actions in the past simple: 2, 3, 4, 7, 10, 13.

To reinforce the sequence of events in the story, play the song (Audio track 4) on page 47 a couple of times. Encourage the children to follow in their Reader and join in. In groups, ask the children to be different animals and to sing their parts in the song.

Differentiation

Extra support

Before the children do the Reader activities, help them to identify and name the characters and parts of the body on Reader pages 24–25.



Extension

Fast finishers can make stick puppets of the characters. In groups, they should use the puppets to act out the events as they read out or tell the story. They could also make up different versions of the story, using other animals that they know.