

Lesson Plan



Peppa and her friends loved playing football.
Which team kicked the ball into the wrong goal?

CEFR Level A1
YLE Movers
Text type: modern story
Word count: 272
Lexile measure: 400L

Lesson objectives

Vocabulary focus

Sports vocabulary: *ball, football, goal, goalkeeper, team, tennis*

Verbs: *can, come, get, have, hit, kick, love, must, play, run, say, start, throw, want*

Animals: *dog, cat, pig, pony, rabbit, sheep*

General: *boys, children, friends, girls, great, right*

Grammar focus

must/mustn't

Reading skills

Identifying details

Cross-curricular connections

Art (picture of favorite sports)

Music (song)

Resources

Reader

Audio download (UK/US) tracks 1, 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 and ask: *Who can you see?* If the children don't know the characters, point to them and say: This is Peppa. This is George. Ask: *What sport are they playing? Then ask: Do you like playing football? What sports do you like?*

Ask the children to look at Reader pages 4–5 and introduce the characters and vocabulary to them.



Then encourage the children to look for details and ask:

*Who is in the boys' team? And the girls' team?
Who is the goalkeeper for the boys' / girls' team?
Who is in a team but isn't on page 4?*

During reading

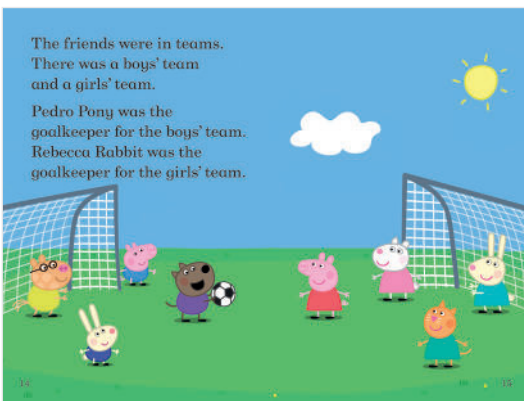
Read out or play the story (Audio track 1). Ask the children to follow in their Reader. Every few pages, stop and ask questions in the past tense to check their understanding.

For example:

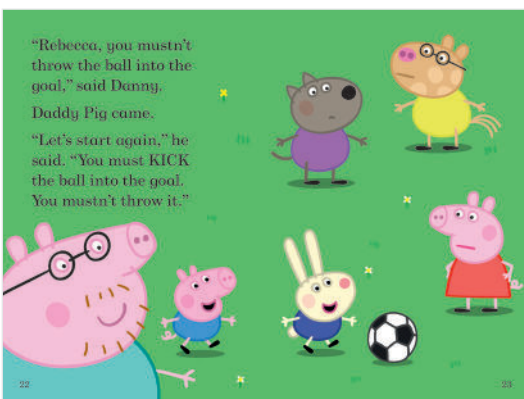
pages 6–7: *What sport did they play?*

pages 8–9: *What did George want to do?*

pages 14–15: *Then what did the friends play? Who was in the boys' team? And the girls' team? Who was the goalkeeper for the boys' / girls' team?*



After pages 20–21, stop and say: *Rebecca threw the ball in to the goal. Is that right?* Establish that it isn't right. Then, after pages 22–23, check that the children understand what you must and mustn't do: *You must kick the ball into the goal. You mustn't throw it.*



After reading

Organise the children into teams and ask true / false questions about tennis and football using *must* and *mustn't*, for example:

Tennis:

You must kick the ball. (false)

You must hit the ball. (true)

You mustn't throw the ball. (true)

Football:

You mustn't have two teams. (false)

You must run. (true)

You mustn't throw the ball into the goal. (true)

Award a point for each correct answer.

The children can do the following activities to focus on details in the story: 1, 4, 5, 8, 9, 10, 16.

The children can do Reader activities 12 and 13 to practice *must* / *mustn't*.

To practice listening for details, divide the children into groups and give each group a word to listen out for, for example *tennis*, *football*. Tell the children that you are going to play a song about the story. Ask them to listen and stand up and mime their word when they hear it. Play the song (Audio track 4) on page 47. Repeat the activity, giving the children different words each time. Play the song a few more times and encourage the children to join in.

Differentiation

Extra support

Work through Reader activity 13 orally with the children, before asking them to write the answers.

Extension

In pairs, fast finishers complete Reader activity 15. Then they can make a poster about their favorite sports.