

Lesson Plan



Pom Pom loves playing games, and he likes being the winner. But he does not like being the winner with no friends.

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 628

Lexile measure: 320L

Lesson objectives

Vocabulary focus

Adjectives: *fast, first, happy, high, quiet, right*

Clothes: *hat, scarf*

Park: *ball, scooter, slide, swings*

Verbs: *catch, dance, finish, like, love, play, read, ride, want, win*

General: *game, library, together, winner*

Grammar focus

Gerund after *like/love*

Infinitive after *want*

Reading skills

Identifying a sequence of events

Cross-curricular connections

Art (drawing a diary page)

Social studies (winning and losing, friendship)

Music (song)

Resources

Reader

Activity Book

Audio (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 but hide the title. Ask: *Who can you see?* and introduce Pom Pom. Ask: *What animal is he?* and elicit or explain that he is a panda. Ask: *What colors is a panda?* and elicit *black and white*. Point to the medal around Pom Pom's neck and ask: *What number can you see?* Reveal the title and explain the meaning of *winner*. Ask the children to guess why Pom Pom is number one, and establish it is because he has come first in a game or race.

Talk about winning with the children. Ask: *When you play a game, do you like to win? Are you happy when your friends win?* Ask more questions, for example: *Have you ever come first in a race? What race was it?*

Ask the children to look at Reader pages 4–5 and go over the characters and other items, making sure that the children understand the meanings.



Ask: *How many pictures show Pom Pom?* and elicit *six*. Give the children a few minutes to look at the characters and items.

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 questions to check their understanding of the sequence of events. For example, after Reader pages 12–13, ask: *Where did Pom Pom go with his mum? What did he do there? What did the people in the library say?*



Read out or play the recording of the text again. Ask questions to elicit how Pom Pom feels about each activity. For example, after Reader pages 8–9, ask: *Does Pom Pom like winning the game?* and elicit *Yes, he does*. Make sure that the children understand what happens at the end of the story. Show them Reader pages 26–27 and ask: *Does Pom like being the winner now?* and elicit *No*. Ask *Why not?* and elicit *Because he has no friends*.

After reading

Retell the story but include some information that is not correct. Ask the children to put up their hands if they hear something that is wrong, for example: *Pom Pom read his book very slowly. Pom Pom was good at catching a ball.*

The children can do the following activities to focus on the main events in the story:

- Reader activities: 5, 6, 7, 11, 12
- Activity Book activities: 3, 4, 6, 7, 9

Play the song (Audio track 4) on Activity Book page 16. Encourage the children to listen and, whenever they hear the word *winner*, they should put up their hands.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–10 one by one. Ask them to find the part of the story which features that Flashcard. Help them to arrange the Flashcards in the order they appear in the story.

Extension

Fast-finshers can make a diary entry for Pom Pom. They should write *Pom Pom’s Day* at the top of the page, and list a few of the main events, writing a sentence and drawing an appropriate picture to go with each one.