

Lesson Plan



Pinkie Pie loves making lots of pies for Rainbow Dash, but Pinkie wants to know . . . does Rainbow Dash eat her pies?

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 307

Lexile measure: 310L

Lesson objectives

Vocabulary focus

Adjectives: *angry, happy, horrible, sad*

Verbs in the past simple: *asked, closed, gave, made, pointed, said, saw, sneezed, thought, told, wanted, was/were, went*

General: *answer, apple, because, pie, pony, trash can*

Grammar focus

Past simple

Prepositions: *behind, for, to, with*

Reading skills

Making inferences

Cross-curricular connections

Art (making finger puppets)

Drama (acting a scene)

Music (song)

Social studies (friendship, honesty)

Resources

Reader

Audio (UK/US) tracks 1, 2, 3

Flashcard download 1–9

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

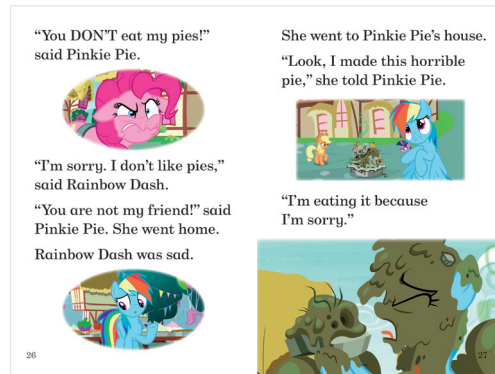
Show the children the cover of the Reader.

If they don't already know the ponies, introduce Pinkie Pie (the pink pony) and Rainbow Dash (the blue pony). Explain that they are good friends. Ask: *What is Pinkie Pie holding?*

Establish that it is a pie, and make sure the children understand the meaning. Ask: *What do you think Pinkie Pie is saying?* and elicit: *Here's a pie for you, Would you like a pie?* or similar.

Elicit Rainbow Dash's reply: *Yes, please* or *No, thanks*. Display or draw an object and offer it to a child, for example: *Would you like an apple?* and elicit a response. Encourage the children to practice offering each other classroom objects or other things.

Ask the children to look at Reader pages 4–5. Go over the pony characters and make sure the children can differentiate between them. Make statements about the characters and ask the children to tell you if they are true or false, for example: *Applejack has a blue tail. Caretaker Pony is eating a pie*. Mime *sneeze* and encourage the children to have fun miming it with you.



During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every couple of pages, stop and check the children's understanding. Where appropriate, help them make inferences about the characters and their actions. For example, after Reader pages 8–9, ask: *Did Rainbow Dash eat the pie, do you think? Can you guess why she said "Look behind you!"?*



Read out or play the recording of the text again. Ask questions which encourage the children to answer using the past simple. Make sure they understand what happens at the end of the story. For example, after Reader pages 26–27, ask: *Why didn't Rainbow Dash eat the pies? Why was Pinkie Pie angry with Rainbow Dash? Why did Rainbow Dash make a horrible pie?*

After reading

Display some verbs from the story in the past simple, for example: *gave, made, saw*. Display a Flashcard of a character, and ask the children to retell a part of the story about the character using one of the verbs, if possible without referring to their books. For example, display the Flashcard of Caretaker Pony and elicit: *Pinkie Pie saw Caretaker Pony with a trash can*. Award points for correct answers, and if the children can give you more information about the character, award extra points. Display the prepositions *behind, for, to, with* one by one. Have a race to see who can find a place where the preposition occurs in the story.

Talk about the story. Ask: *Do you think Rainbow Dash was a good friend? Why/why not? What would you do if you were Rainbow Dash? Was Pinkie Pie right to be angry?*

The children can do the following Reader activities to reinforce their understanding of the story, and practice prepositions:

- 3, 6 (Audio track 2), 8, 11, 13, 14, 16

Divide the class into two groups—Pinkie Pie and Rainbow Dash. Play the song (Audio track 3) on Reader page 47, and ask the children to listen and join in. When they hear the name of their pony, they should stand up. Swap the groups around and repeat.

Differentiation

Extra support

Before the children do the Reader activities, display the Flashcards of the characters one by one, but cover the names. Ask the children to identify them and help you rearrange them in the order in which they appear in the story.

Extension

Fast finishers can make finger puppets of Pinkie Pie and Rainbow Dash. They can choose a scene or scenes from the story, and act them out, for example, the conversation on Reader pages 26–27.