

## Lesson Plan



Peppa and George went to Daddy Pig's office. They put stamps on paper, printed pictures, and drew with pens. They liked Daddy Pig's office!

CEFR Level A1  
YLE Movers  
Text type: modern story  
Word count: 333  
Lexile measure: 380L

## Lesson objectives

### Vocabulary focus

Office: *buzzer, computer, desk, door, elevator, job, paper, pens, printer, stamp*

Verbs in the past simple: *asked, drew, liked, opened, said, wanted, went*

General: *button, can, do, draw, finger, go, home, picture, put, see, show*

### Grammar focus

Past simple

### Reading skills

Identifying details

### Cross-curricular connections

Social studies (taking turns)

Music (song)

### Resources

Reader

Activity Book

Flashcard download 1–11

Audio download (UK/US) tracks 1, 3, 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: *Who can you see?* If the children don't know the characters, point to them and say:

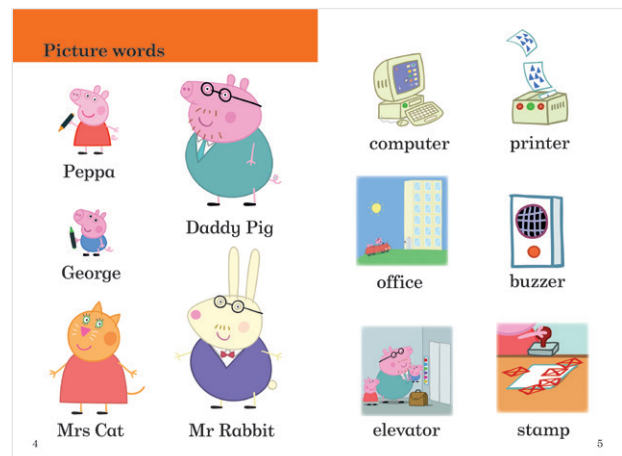
*This is Peppa. This is George. This is Mrs Cat. This is Daddy Pig.*

Then ask:

*Who is drawing pictures on the computer? Who is holding George? Who is behind the chair? Where do you think they are?*

Then read out the title and establish that they are in Daddy Pig's office.

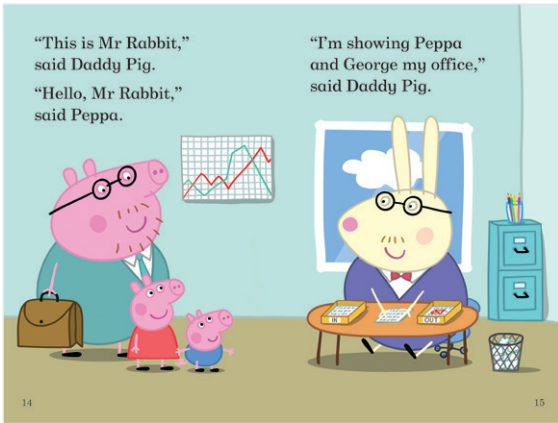
Ask the children to look at Reader pages 4–5, and introduce the characters and vocabulary to them. Describe the office nouns, and ask the children to identify which item you are describing. For example, say: *Daddy Pig goes to work here*, and elicit *office*.



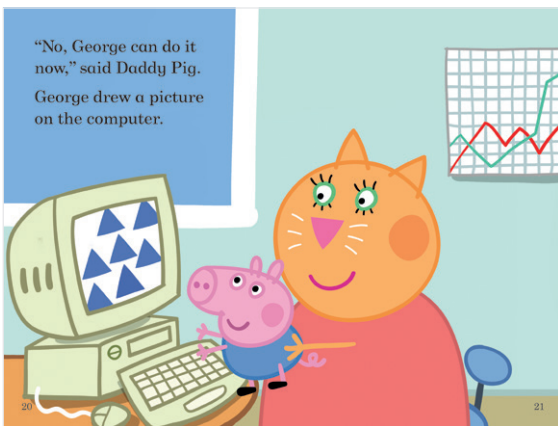
**During reading**

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. Every few pages, stop and ask questions in the past simple to check the children's understanding. For example, ask:

*Who went to Daddy Pig's office? Who printed lots of pictures? What was on Mr Rabbit's desk?*



Read out or play the story again. Every few pages, stop and ask questions. For example, after Reader pages 20–21, ask: *What did George do at Mrs Cat's desk?* Encourage the children to give complete answers using the past simple, for example: *He drew a picture on the computer.*



Ask: *What did Peppa do? Then what did George do?* Make a list and talk about taking turns.

**After reading**

Divide the children into groups. Describe one of the characters' desks, and ask the children to guess whose desk it is. For example, say: *This desk has a computer and a printer on it. Whose*

*desk is it?* and elicit *It's Mrs Cat's desk.* The first group to answer correctly using a full sentence wins a point.

Encourage the children to say as many things as they can about Daddy Pig, Mr Rabbit, and Mrs Cat's desks.

The children can do the following activities to focus on details:

- Reader activities: 3, 4, 7, 8, 9, 10, 11, 14, 16
- Activity Book activities: 7, 8, 10, 12 (Audio track 3), 13

The children can do the following activities to focus on actions in the past simple:

- Reader activities: 3, 15, 16, 17
- Activity Book activities: 3, 10

Play the song (Audio track 4) on Activity Book page 16. Divide the children into groups, and give each group a word from the song, for example: *buzzer, elevator, printer, computer.* Ask the children to listen out for their word and to stand up when they hear it. 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**

Do the Reader and Activity Book activities listed above orally with the children first, before asking them to write the answers in their books.

**Extension**

Fast-finishers can do Reader activity 15 in pairs. Ask each pair to choose a scene from the book where two characters are having a conversation. Each child should choose a character and practice acting out the dialogue.