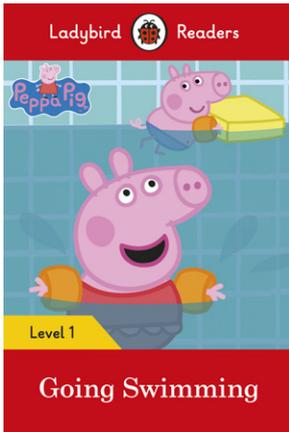


Lesson Plan



Peppa and her family are at the swimming pool. Peppa loves swimming, but George does not like the water!

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 175

Lexile measure: 350L

Lesson objectives

Vocabulary focus

Verbs: *be, can, come, have, like, look, love, kick, say, splash, swim, watch*

Colours: *blue, green, red, yellow*

General: *feet, swimming pool, watering can, water*

Grammar focus

is / are

Reading skills

Identifying characters and other details

Cross-curricular connections

Music (song)

Resources

Reader

Activity Book

Audio

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.* Then ask: *Where are they? What are they doing?* Then ask: *Can you swim? Do you like swimming?*

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



Display the **Picture words** Flashcards one at a time, hide the word and say something true or false, for example: *This is Peppa. This is a swimming pool.* Ask the children to say *yes* or *no*. Then, display the Flashcards again and give the children a choice, for example: *Is this Daddy Pig or Mommy Pig?* Then, do it one more time and ask: *Who / What is this?*

During reading

Read out or play the recording of the story Audio and ask the children to follow in their Reader. After every few pages, stop and ask questions to encourage the children to identify details, for example:

How many animals are in the swimming pool? Who is in the water? What color are the doors / clothes / animals?



Read out or play the story again, but this time change some details and ask the children to correct you. For example, change the characters and focus on practicing *is / are*:

Pages 8–9: *George is in the swimming pool.*
 Pages 12–13: *Richard and Rebecca Rabbit are at the swimming pool with Daddy Rabbit.*

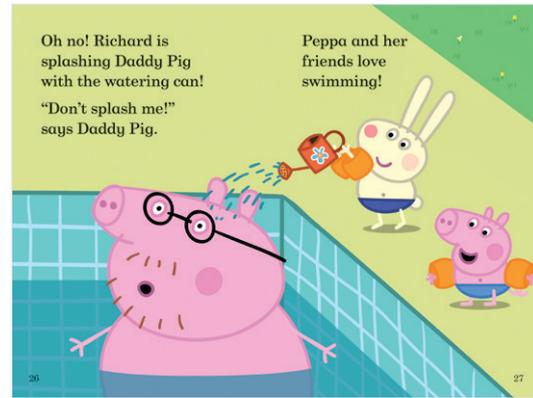
Then, repeat the activity and change the details.

After reading

To encourage the children to identify details, read out a sentence from a page in the Reader and ask the children to say which page it is from. Move onto more challenging questions, for example:

Who does not like the water on page 9?
What does Rebecca say on page 13?
What does Richard do with the watering can on page 26?

You can also ask individual children to describe some characters for the others to identify.



The children can do the following activities to focus on the characters and other details in the story:

- Reader activities: 1, 2, 3, 4, 5, 6, 10, 11, 14, 16, 18
- Activity Book activities: 1, 2, 3, 4, 8, 10, 11, 12, 14

The children can do the following activities to focus on *is / are*:

- Reader activities: 7
- Activity Book activities: 6

To finish the lesson, play the song Audio on Activity Book page 16. Encourage the children to join in with splash every time they hear the word.

Differentiation

Extra support

In the **Before reading** Flashcards activity, display the Flashcards without hiding the words. Then, repeat the activity and show the word just for a moment before hiding it.

Extension

Make the **After reading** activity more challenging by describing details in the pictures that aren't in the text. You can also ask the children to work in pairs and take turns to describe a page to their partner, using additional details.