

Lesson Plan



Peppa and her family are going on a boat. They have a picnic and lots of fun. Peppa likes going on a boat!

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 187

Lexile measure: 360L

Lesson objectives

Vocabulary focus

Family: *Daddy, Mommy*

Animals: *dog, elephant, pig, rabbit*

Adjectives: *big, easy, hungry, small*

General: *boat, captain, feet, first, pedal, pedalo, picnic, please*

Grammar focus

would like

Reading skills

Identifying characters

Cross-curricular connections

Drama (act out a scene)

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 they don't know the characters, introduce them. For example:

This is Peppa. This is Peppa's brother, George.

This is Daddy Pig. This is Mommy Pig.

Then ask: *Where are Peppa and her family?* and establish that they are on a boat.

Read out the title of the story. Explain that the boat is a *pedalo*, which is a boat with pedals.

Ask: *Do you like boats? Do you like pedalos?*

Ask the children to look at Reader pages 4–5.

Point to the different characters, and ask:

How many families are there? Ask questions to establish the family relationships:

Who is Peppa's mother? Who is Danny Dog's father?



Ask questions to help the children identify the characters: *Who has a hat? Who has long ears?*

During reading

Read out or play the recording of the story (Audio track 1). Ask the children to follow in their books. Every few pages, stop and ask questions about the families. For example, after Reader pages 8–9, ask:

Who is this family? What do they want? Who are they talking to?



Read out or play the story again, and stop to ask questions that practice using *would like*. For example, after Reader page 11, ask: *Who would like a pedalo?* and elicit *Daddy Pig*. After Reader page 16, ask: *Which boat would Captain Dog like?* and elicit *Boat number three*.



After reading

Draw a simple picture of a character and ask questions to encourage the children to describe them. For example, draw Emily Elephant, and ask:

Who is this? How many people are in her family? Who are they? Which boat would they like?

Draw a simple picture of a boat and a pedalo and ask more questions, for example: *Which boat must you pedal?*

Divide the children into two teams. Read out a sentence from the story and ask the children to identify who said it. For example, ask: *Who says "Come back now!"*? and elicit *Miss Rabbit*. Award a point to the team that gives the correct answer first.

The children can do the following activities to focus on the characters in the story and what they say, and to practice *would like*:

- Reader activities: 1, 4, 6, 7, 11, 15, 16
- Activity Book activities: 1, 6, 13 (Audio track 3)

Play the song (Audio track 4) on Activity Book page 16. Use the Flashcards with the names: *Miss Rabbit, Daddy Pig, Peppa, Captain Dog* on. Divide the children into four groups, and give each group a different Flashcard. Ask the groups to listen to the song and stand up when they hear their character's name. They can all stand up when they hear the word *boat*. Repeat the activity a few times, and give the children a different character to listen out for each time.

Differentiation

Extra support

Draw and label pictures of the characters and their families, so that the children can refer to them when doing the Reader and Activity Book activities.

Extension

Divide fast-finishers into pairs or small groups. Ask them to choose a scene from the story and read or act it out, for example, the scene between Miss Rabbit and Peppa's family on Reader pages 7–11. Encourage them to use appropriate character voices.