



Peppa and her friends went on a school trip. They had a big picnic, and saw some ducks. Peppa and her friends love school trips!

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 276

Lexile measure: 240L

Lesson objectives

Vocabulary focus

Environment: *grass, mountain, snow*

Verbs in the past simple: *heard, made, said, sang, sat, saw, spoke, stood, went*

General: *bus, duck, echo, noise, picnic, trip*

Grammar focus

Past simple (irregular verbs)

Reading skills

Vocabulary development

Cross-curricular connections

Art (drawing and labeling a picnic)

Social studies (school outing)

Music (song)

Science (mountain)

Resources

Reader

Activity Book

Flashcard download 1–5

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 the title. If the children already know Peppa Pig, ask what they remember about her. If they don't, point to the characters and ask:

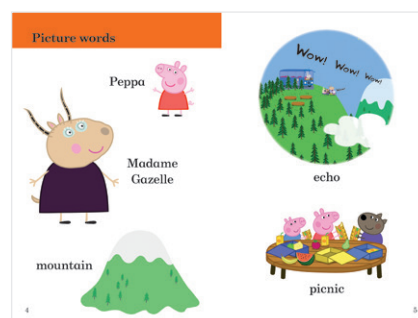
Who are they? Where are they? What is this story about?

Introduce Peppa, and say that she and her friends are having a picnic. Point to the title and explain that the picnic is part of a school trip to the mountains. Ask:

Do you go on school trips? Where do you go? Do you have picnics on school trips?

Look at Reader pages 4–5 with the children, and ask: *Which pictures are of places/people?* Point to the picture of Madame Gazelle and ask: *Who is this?* Help the children pronounce her name and establish that she is Peppa's teacher.

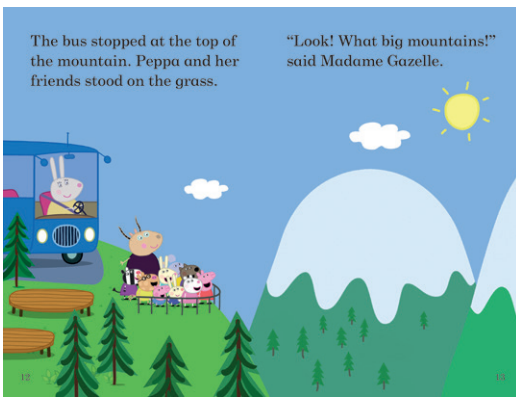
Make sure the children understand the concept of the echo and, if possible, demonstrate it.



During reading

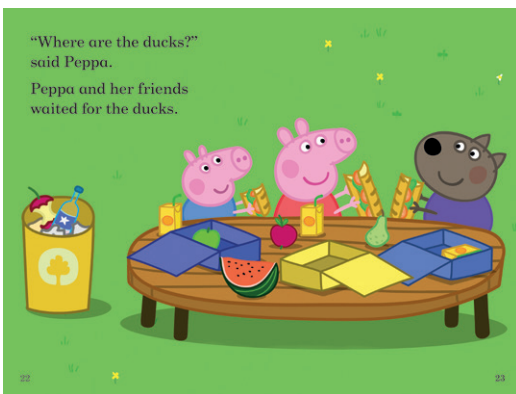
Read out or play the story (Audio Track 1). Ask the children to follow in their books. After every few pages, stop and ask questions to check their understanding.

Use the pictures to work on vocabulary, for example, for Reader pages 12–13, ask: *What can you see? (grass, mountains, snow)*. Elicit words not in the story text, for example: *bus, tables, trees, sun*. Ask questions which focus on adjectives: *Are mountains big or small? What color is snow?*



Read out or play the story again. Stop at pictures with potential for vocabulary development. For example, with the picture on Reader pages 22–23, ask:

What are Peppa and her friends eating?
What is in their lunch boxes? What fruit can you see?



After reading

Display some verbs from the story, such as: *went, sang, stop, saw*.

Help the children to retell parts of the story using the verbs. Use Flashcards 1–5 as clues. For example, display Flashcard 1 (Peppa) and ask: *Who is this? Where did she go?*

Divide the class into two teams to play a game. Ask a child from Team A: *What's in your lunch box?* (example: *Sandwiches*). Ask a child from Team B: *What's in your lunch box?* (example: *Sandwiches and an apple*). Ask a different child from Team A the same question and elicit: *Sandwiches, an apple, and a banana...* The teams go on adding items to the list. When a child cannot remember all the items, the other team gets a point and the game begins again.

The children can do the following activities to focus on question forms:

- Reader activities: 1, 3, 7, 13, 14, 15, 16
- Activity Book activities: 1, 2, 3, 4, 7, 9, 11, 13 (Audio Track 3)

To reinforce what happens in the story, play the song (Audio Track 4) on Activity Book page 16 a couple of times, and ask the children to follow in their books and join in. Encourage them to mime the actions as they sing along.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, make the Flashcards available to them, so that they can refer to the characters, settings, and actions in the story.

Extension

Fast-finishers can draw a picture of a picnic with their family or friends. They should label the setting, the people, and as many items of food and drink as they can. They should give their picture a title.