Peter and the Wolf

Lesson Plan

Ladybird Readers

Level 4

Peter and the Wolf

A hungry wolf lived in the forest. He wanted to catch and eat the duck, the bird, and the cat. Peter wanted to catch the wolf!

CEFR Level A2
YLE Flyers
Text type: traditional tale
Word count: 618
Lexile measure: 500L

Lesson objectives

Vocabulary focus
Animals: *bird, cat, duck, wolf*
Places: *forest, garden, meadow, pond*
Adjectives: *alone, angry, big, careful, dark, fast, frightened, funny, hungry, little, long*
Adverbs: *quietly, safely, slowly, suddenly*
General: *rope, tail*

Grammar focus
Adjectives and adverbs

Reading skills
Predicting

Cross-curricular connections
Art (drawing)
Science (meadow, forests, and ponds)
IT (online research)
Music (song)

Resources
Reader
Activity Book
Flashcard download 1–9
Audio download (UK/US) tracks 1, 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. Point to the two characters, and ask: *Who is this boy? What animal is this?* Elicit they are Peter and the wolf. Ask:

> *Why is the wolf hiding? What is he thinking? Has Peter seen him?*

Encourage the children to predict what will happen in the story: *Will Peter catch the wolf, or will the wolf eat him?*

Look at Reader pages 4–5 with the children. Ask questions, for example: *Which pictures show people/animals/birds/places?* Draw attention to the pond and the meadow and ask: *Which birds and animals live in these places?* Make statements about the pictures and ask the children to tell you if they are true or false, for example: *The wolf has yellow eyes. The little red bird is in the pond.*

Picture words: Grandfather, Peter, little red bird, duck, cat, wolf, meadow, pond, rope

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During reading

Read out or play the recording of the story (Audio Track 1). Ask the children to follow in their books.

After every few pages, stop and ask the children to look at the picture and predict what will happen next, for example:

Pages 8–9: *Will Peter stay in the garden? What will the wolf do?*

Pages 24–25: *What will the wolf do now?*

Pages 32–33: *What is Peter holding? How will he catch the wolf with it?*

Read out or play the story again. Before reading, display some adjectives and adverbs.

As you read, ask the children to identify places that are *big, dark, safe,* or *beautiful,* and characters who are *hungry, angry, frightened,* or *happy.* Ask them to find a character who is walking *slowly and quietly.*

After reading

Divide the class into two teams. Ask a child from each team to come to the front. Show the two children a flashcard of one of the six characters *(Peter, Grandfather, wolf, bird, cat,* and *duck).*

Ask them to act out the person or animal. The first team to call out the correct character wins a point. For more points, ask each team member to make a sentence about that character and their team have to guess who it is. For example: *It jumped out of the pond. He was angry with Peter.*

The children can do the following activities to focus on adjectives and adverbs:

- Reader activities: 10, 13, 15
- Activity Book activities: 5

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 sing along and to raise their hands each time they hear an adjective or adverb.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display the words: *bird, cat, flower, Grandfather, meadow, Peter, tail, tree, wall, wolf.* Help the children point to these items on Reader pages 38–39.
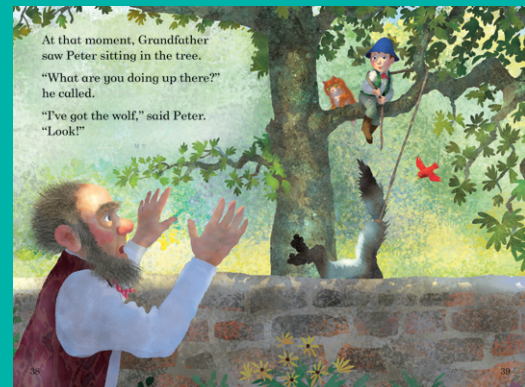
Extension

Fast-finishers can choose an environment from a selection of *forest, meadow,* or *pond,* and do online research to find out more about it. They should draw their chosen environment, and label it with the names of the animals, birds, and plants that live there.

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