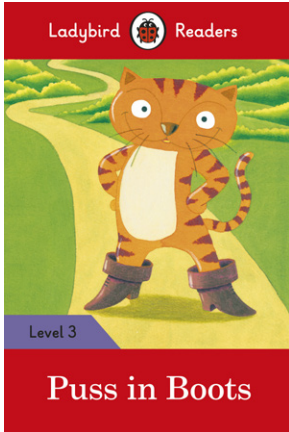


Lesson Plan



There was a cat whose name was Puss, and he could talk. Puss had an idea to help his master, so his master gave Puss some boots and a bag.

CEFR Level A1+
 YLE Movers
 Text type: traditional tale
 Word count: 497
 Lexile measure: 450L

Lesson objectives

Vocabulary focus

Animals: *cat, donkey, lion, mouse, partridge, rabbit*
 People: *boy, brother, king, lord, man, master, ogre, princess, son*
 General: *bag, boots, carriage, castle, idea, magic, married, mill, money, present, river*

Grammar focus

Why / Because

Reading skills

Understanding the plot

Cross-curricular connections

Music (song)

Resources

Reader
 Activity Book
 Flashcard download 1–13
 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

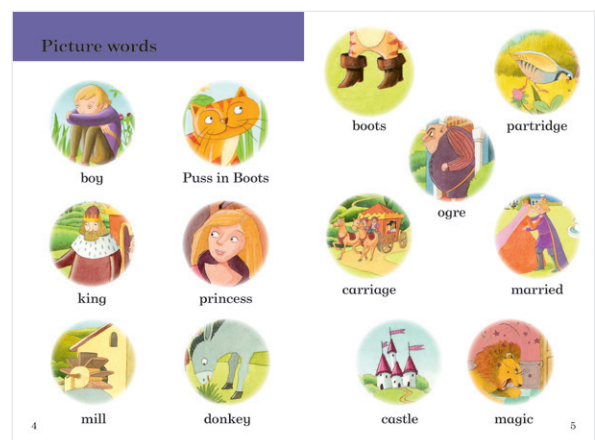
Before reading

Show the children the cover of the Reader and ask: *What can you see?* Establish that it's a cat. Then point to its boots and ask: *Is it a normal cat, do you think?* Try to elicit that it isn't a normal cat because it is wearing boots.

Read out the title and find out if the children already know the story.

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

Then ask: *What people/animals/places/clothes can you see?* and encourage the children to say as many as possible.



During reading

Read out the text or play the recording (Audio track 1). Ask the children to follow in their Reader. Ask questions to check the children’s understanding, for example:

- What did the old man give his first/second/third son?*
- Puss wasn’t a normal cat. Why not?*
- What did Puss do with the boots/bag?*
- What did Puss do with the rabbit/partridges?*

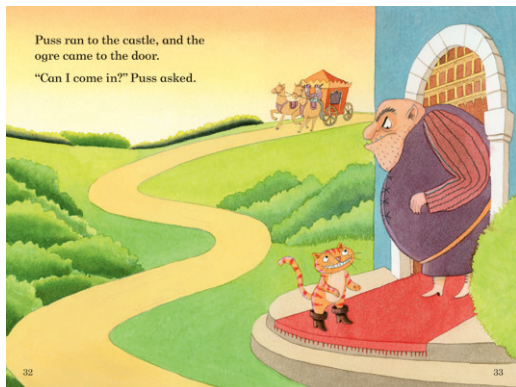


Read out or play the recording of the story again. Make sure that the children understand what happened at the end of the story. Ask:

- Was the boy really the Lord of Carrabas? Why did Puss say he was? Was Puss a clever cat?*

After reading

Ask the children about the plot. Ask questions with *Why...?* and encourage the children to answer with *Because...*



Use the Flashcards to prompt answers. For example:

- Pages 12–13: Why did Puss want a bag?*

Pages 14–15: *Why did Puss take a rabbit and two partridges to the king?*

Pages 22–23: *Why did Puss tell his master to jump into the river?*

Pages 24–25: *Why did Puss want the king to take the boy home?*

Pages 32–33: *Why did Puss run to the castle?*

Encourage the children to say why they think things happened in the story, even if they are not sure.

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

- Reader activities: 1, 2, 5, 6, 7, 8, 10, 11, 12, 14, 17
- Activity Book activities: 2, 3, 12

To finish the lesson, play the song (Audio track 4) on Activity Book page 16 and ask the children to listen and follow in their book. Repeat the song a few times and encourage the children to join in.

Differentiation

Extra support

Do Reader Activity 8 out loud with all the children, before asking them to write the answers down.

Extension

Fast-finishers should list all the people, animals, places, and clothes that they can see in the story pictures, making a note of any new vocabulary.