



Red Hen lived near the woods. Sly Fox lived in the woods. Sly Fox was hungry and he wanted to eat Red Hen!

CEFR Level A1
 YLE Movers
 Text type: traditional tale
 Word count: 262
 Lexile measure: 500L

Lesson objectives

Vocabulary focus

Adjectives: *big, clever, fast, heavy, hot, hungry, little, sly, tired*

Verbs in the past simple: *caught, jumped, hit, lived, opened, put, ran, said, saw, slept, waited, wanted*

General: *bag, catch, cooking pot, eat, fox, hen, house, quietly, run, stones, tree, try, water, woods*

Grammar focus

Past simple

Reading skills

Identifying the main events

Cross-curricular connections

Music (song)

Social Studies (sly behavior)

Resources

Reader

Activity Book

Flashcard download 1–5

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?* Read out the title and, while pointing to each animal, ask questions:

Is this Red Hen or Sly Fox? What color is the hen/fox?

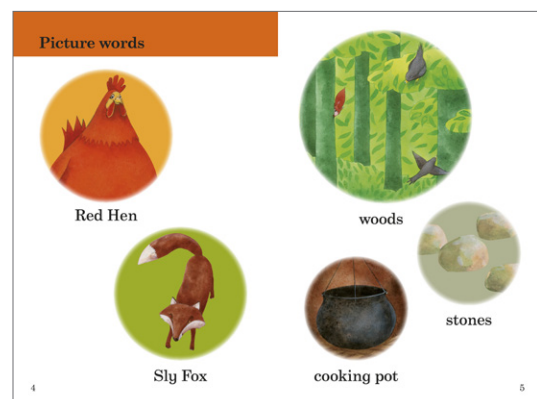
Ask the children if they know what sly means. Point to the fox, then ask:

Is he hungry? What does he want to do?

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

Introduce the characters and vocabulary to them. Encourage the children to look at the pictures and to guess what happened in the story. Ask questions:

Sly Fox was hungry – what did he do? And what did Red Hen do?



During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader.

After every few pages, stop and ask questions to check the children's understanding. For example:

Where did Red Hen/Sly Fox live? What did Sly Fox want to do?



Read out or play the recording of the story again. After every few pages, ask questions to focus on the main events, for example:

Where did Sly Fox go? What did he say?

What did Red Hen do? What did she say?

Then ask the children to point out the main verbs used in the past tense. Read them out and ask the children to mime the action, for example: *caught, jumped, hit, opened, ran, saw, slept*. Ask them to tell you the present tense of these verbs.

Read out or play the recording of the story again. Check that the children understand what happened in the end. Ask:

What did Sly Fox find in the bag? What did the stones do? Did Sly Fox catch Red Hen?

After reading

Ask the children what they can remember, and encourage them to tell you about the main events in the story. Use the Flashcards as clues

to help them, and let them look through the Reader again if necessary.

Talk to the children about Sly Fox's behavior. Ask: *Who is clever? Sly Fox or Red Hen?*

The children can do the following activities to focus on the main events in the story:

- Reader activities: 4, 6, 8, 9, 12
- Activity Book activities: 7, 9, 11

To reinforce the main events in the story, play the song (Audio track 4) on Activity Book page 16 a couple of times. Ask the children to follow in their book and encourage them to join in with the song.

Alternatively, put the children in two groups. Ask one group to sing the lines spoken by Red Hen, and the other group to sing the lines spoken by Sly Fox.

Differentiation

Extra support

Do the Reader and Activity Book activities out loud with all the children. Then, ask the children to write the answers down.

Extension

In pairs, fast-finishers can practice telling the story to each other. They should describe the main events in the past simple, using the verbs they identified previously.

