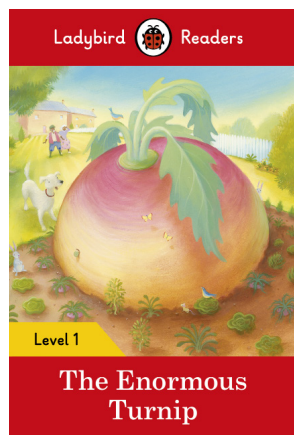


Lesson Plan



The old man wants the enormous turnip for his dinner.
He pulls and he pulls, but the turnip is too big!

CEFR Level Pre-A1

YLE Starters

Text type: traditional tale

Word count: 190

Lexile measure: 380L

Lesson objectives

Vocabulary focus

Verbs in the present simple: *eat, help, pull, say, want*

General: *boy, can/cannot, dog, enormous, garden, girl, old man, old woman, turnip*

Grammar focus

Present simple

Reading skills

Identifying the sequence of events

Cross-curricular connections

Art (picture of food from a garden)

Music (song)

Science (animals)

Resources

Reader

Activity Book

Flashcard download 1–6

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 questions:

What can you see in the garden? Can you see any people/animals?

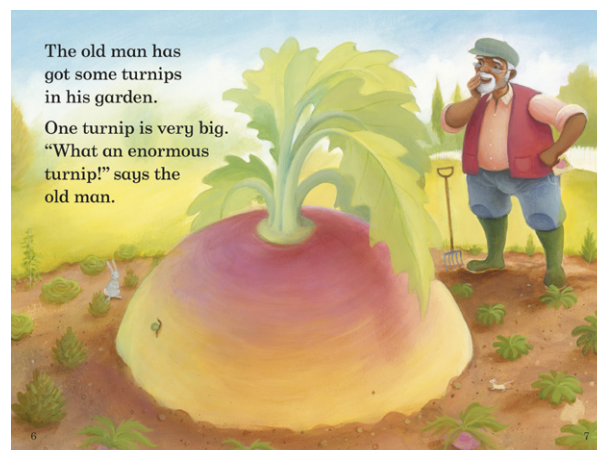
Point to the turnip and ask questions, for example: *What is this food?* Tell the children that it's an enormous turnip.

Ask questions about other foods, for example:

Do you like turnips? What other foods can you find in a garden? Can you find apples/tomatoes/chocolate in a garden?

During reading

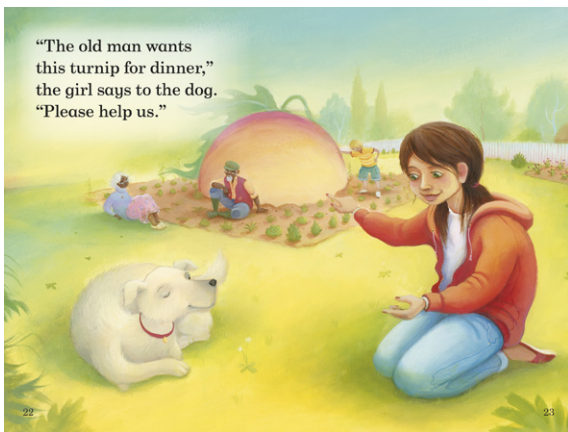
Ask the children to look at Reader pages 6–7. Read out or play the first part of the story (Audio track 1) and ask the children to follow in their book. Display Flashcard 1 and ask the children to point to the enormous turnip.



Display Flashcard 2 and ask the children to point to the old man. Ask: *What does the old man say?* Encourage the children to reply in direct speech with: *He says, "..."*

Continue with the rest of the story, and display the other Flashcards as the characters appear, finishing with the dog on Reader pages 22–23. Ask questions that encourage the children to respond using the present simple, for example:

Then what does he do? Then what do they do?



Read out or play the last few pages of the story and ask questions, for example:

Who pulls the turnip? Are they happy or sad?

What do they do with the turnip?

Read out or play the story again. After every few pages, stop and ask questions to check the children's understanding, for example:

Who is this? Is this the girl? What does the old man want for dinner? What does he do? Who helps the old man first? Then who helps them? What do they do?

After reading

Display all the Flashcards, but not in the order they appear in the story. Ask the children:

Can you order the story? Who pulls the turnip first? Can he get it? Then who pulls the turnip? Can they get it?

Elicit answers from the children. Invite them in turn to help put the Flashcards in the correct

order and to say something about the story. Encourage the children to use the present simple.



Read out or play the story again, and ask the children to check that the Flashcards are in the correct order.

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

- Reader activities: 6, 17
- Activity Book activities: 6, 12

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

Invite five children to mime the story as you play the song again. Repeat with different groups of children.

Differentiation

Extra support

Do Reader activities 6 and 17 out loud with all the children, before asking the children to write the answers down.

Extension

In pairs, fast-finishers can do Activity Book activity 10. Then they should draw and label a picture of food that grows in a garden. These pictures can then be displayed on the wall.