

Lesson Plan



The little mermaid loved a young prince, but he could not marry her. Can the magic woman of the ocean help the little mermaid?

CEFR Level A2
 YLE Flyers
 Text type: traditional tale
 Word count: 753
 Lexile measure: 420L

Lesson objectives

Vocabulary focus

Verbs in the past simple: *arrived, could, fell, felt, followed, got married, knew, lived, loved, looked, saw, saved, stayed, stopped, swam, took, told, turned, understood, walked, watched, woke up*

Body parts: *eye, face, leg, tail*

General: *asleep, drink, father, help, hurt, magic, mermaid, ocean, palace, sad, ship, storm, water*

Grammar focus

Past simple

Reading skills

Identifying a sequence of events

Cross-curricular connections

Music (song)

Resources

Reader

Activity Book

Flashcard download 1–8

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, but hide the title. Ask: *What can you see in the picture?* and establish that there is a girl.

Then ask:

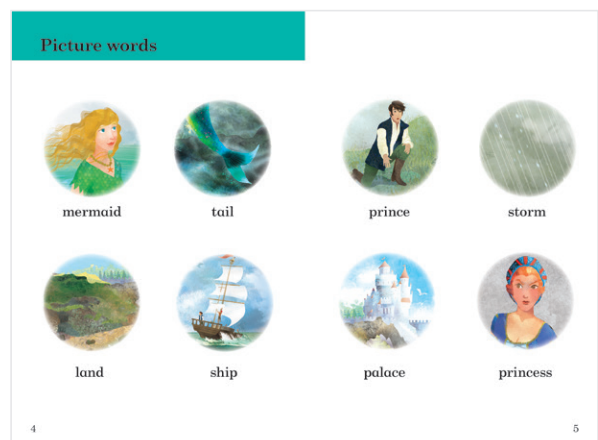
Where is the girl? Is she happy or sad?

What is she thinking about?

Reveal the title, and ask: *What do you know about mermaids? Where do they live?*

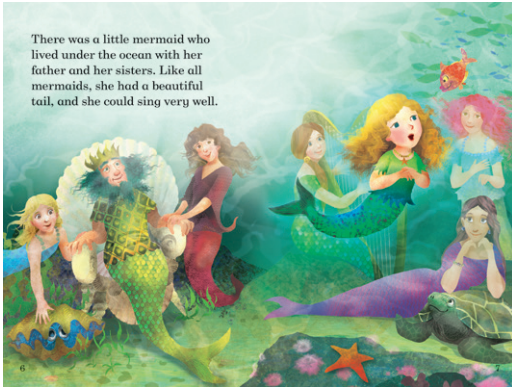
Ask the children if they know this story, and find out what they know. If necessary, explain that it is based on a fairy tale called *The Little Mermaid* by Hans Christian Andersen.

Ask the children to look at Reader pages 4–5, and introduce any new words to them.



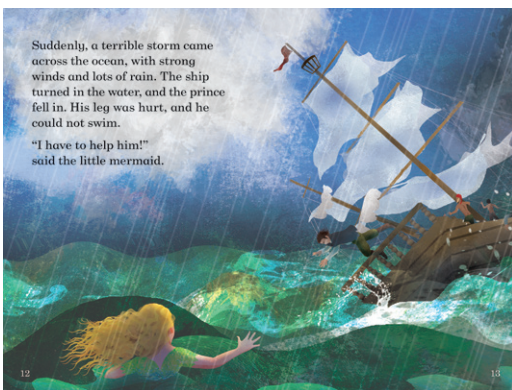
During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their books. After Reader pages 6–7, stop and ask: *Can you see the little mermaid and her beautiful tail?* Encourage the children to point to her in the picture.



Read or play the rest of the story. Every few pages, stop and ask questions to check the children’s understanding. Focus on events in the story. For example, ask:

- What happened when the little mermaid swam above the water for the first time?*
- What happened when the storm came?*
- Then what did the little mermaid do?*



At the end of the story, ask: *Do mermaids really live in the ocean? Would you like to be a mermaid?*

Read out or play the story again. This time, stop after each main event and ask the children to describe what just happened, using the past simple. For example, after Reader pages 10–11,

ask *What just happened?* and elicit *The little mermaid swam above the water. She saw a young prince. She loved him.*

After reading

Display sentences about the main events in the story, but put them in the wrong order. Ask the children to read out the sentences in the correct order. Say: *Let’s tell the story. First . . . Then . . . In the end . . .*

The children can do the following activities to focus on sequences, and on actions in the past simple:

- Reader activities: 2, 4, 5, 6, 7, 9, 10, 11, 12, 14, 16
- Activity Book activities: 4, 6, 9

Play the song (Audio track 4) on Activity Book page 16 a couple of times, and ask the children to follow in their books. Encourage them to join in and mime the actions as they sing.

Differentiation

Extra support

When doing the **After reading** activity where the children put the story in the correct order, let the children look through their books if they need to.

Extension

Fast-finishers can practice reading the story out loud in pairs or in small groups. They can take turns being the narrator or the different characters.