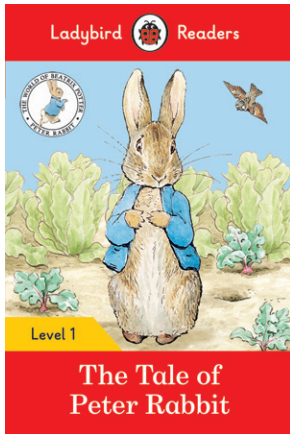


Lesson Plan



Peter Rabbit goes in the farmer's garden for some radishes. Then, the farmer sees him!
Can the farmer catch Peter?

CEFR Level Pre-A1

YLE Starters

Text type: traditional tale

Word count: 151

Lexile measure: 250L

Lesson objectives

Vocabulary focus

Family: *mother, sister*

Verbs: *be, can, catch, eat, go, run, say, see, want*

Places: *bed, garden, home, shed*

General: *berries, dinner, farmer, rabbit, radish*

Grammar focus

The present simple tense

Reading skills

Understanding the plot

Identifying the characters and other details

Cross-curricular connections

Art (making props for acting out the story)

Music (song)

Science (food that you have in a garden)

Social Studies (good and bad behavior)

Resources

Reader

Activity Book

Audio

Flashcard download 1–8

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

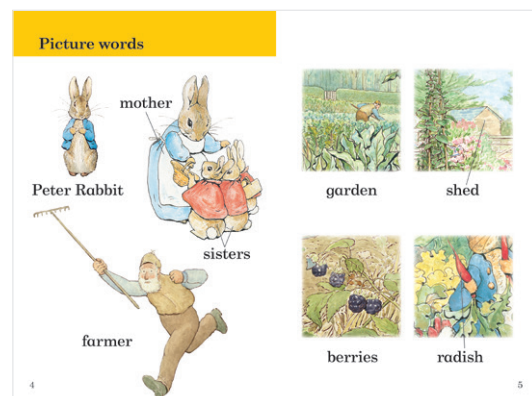
Before reading

Show the children the front cover of the Reader and ask: *What can you see?* If the children don't know the character, point to the rabbit and say: *This is Peter Rabbit*. Ask: *Where is he?* and elicit that he is in garden. Then ask: *What food can you see?* *Do you have a garden?* *What is in your garden?* *What food do you have in your garden?*

Read out the title of the story and if necessary explain in the children's own language what a tale is (a story).

Ask the children to look at Reader pages 4–5 and introduce the characters and vocabulary. Ask the children questions to encourage them to look at the pictures, for example:

How many rabbits can you see? How many sisters does Peter Rabbit have? Who is in the garden? Where is the shed? How many berries can you see? What color is the radish?



During reading

Read out or play the Audio recording of the story and ask the children to follow in their Reader. After every few pages, stop and ask questions to check that they understand what happens, for example:

What does Peter’s mother say? Where do Peter’s sisters go? Where does Peter Rabbit go? What does he eat? Who sees Peter Rabbit? Then, where does Peter Rabbit go? Does the farmer catch Peter Rabbit?



Check that the children understand what happens in the end, and discuss the moral of the tale: *Where does Peter Rabbit go? Does he eat dinner? What does Peter’s mother say to him? How does he feel, do you think? Is he good or bad / happy or sad, do you think?*



Read out or play the recording of the story again, and after every few pages stop and ask questions to encourage the children to say what happens using the present simple tense. Ask: *Then what does he/she do?*

After reading

To encourage children to focus on understanding the plot of the story, children complete Reader activity 16 in pairs, or in a group orally.

To encourage the children to identify details, organize the children into teams and ask quiz questions of different categories, for example:

What color? (ask Activity Book activity 4 questions)

Who/What? (ask Activity Book activity 8 questions)

The children can do the following activities to focus on the characters and other details in the story:

- Reader activities: 1, 2, 4, 5, 7, 10, 17, 19
- Activity Book activities: 1, 2, 4, 7, 9, 10, 11, 13

The children can do the following activities to focus on the present simple tense:

- Reader activities: 3, 6, 8, 9, 12, 13, 14, 18
- Activity Book activities: 5, 6, 8, 14

To reinforce the sequence of events in the story, play the song on Activity Book page 16 a couple of times, and encourage the children to listen.

Invite six children to mime the story as you play the song again. Repeat with different children.

Differentiation

Extra support

To support the children with the final **During reading** activity, say or write the verb as a clue. You can also display Flashcards as clues.

Extension

As an **After reading** activity, fast-finishers make masks for the characters and pictures of berries and radishes to use as props. In groups, they use the masks and props to act out the story as they read out or tell the story. They also use the masks and props to mime the story when listening to the song.