

Lesson Plan



Follow the funny adventures of Mole, Rat, Badger, and Toad! Can the friends help Toad get his home back from the weasels?

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 1530

Lexile measure: 510L

Lesson objectives

Vocabulary focus

Animals: *badger, mole, rat, toad, weasel*

People: *manager, washer woman*

Places: *forest, pond, prison, river*

Adjectives: *comfortable, delicious, dirty, frightening, grand, huge, proud, strange, untidy, worried*

General: *arrest (v), caravan, celebrate, escape (v), faint (v), pretend (v), surprise*

Grammar focus

Adjectives

Reading skills

Understanding characters

Cross-curricular connections

IT (online research)

Science (animals, forest, river)

Social Studies (breaking the law)

Resources

Reader

Audio download (UK/US) tracks 1–14

Flashcard download 1–7

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. Point to the four characters and ask:

What animals are these?

Elicit the names of the animals and ask:

What do you know about these animals? Have you ever seen any of them? Where do they live?

Point to the background and ask:








Where is this?

Establish that some of the story takes place beside a river. Show the title and explain that willow trees usually grow beside rivers and that the leaves in the picture are willow leaves. Ask more questions, for example:

What are these animals doing? What is the relationship between them? and establish that they are good friends.

Read out or play the recordings of the Contents and Character pages (Audio track 1) and ask the children to follow in their Reader. Introduce them to the characters on Reader page 5. Read through the chapter headings again and ask the children to point to the characters as they hear them mentioned. Describe the pictures and encourage the children to guess which one you are referring to. Ask questions, for example:

Which character has a green face? Who works on a boat?

Contents		Characters	
Characters	5		
CHAPTER ONE At the River	6		
CHAPTER TWO Mole and Rat Become Friends	9		
CHAPTER THREE Badger	12		
CHAPTER FOUR Mole Goes Home	15		
CHAPTER FIVE Toad's Problem	19		
CHAPTER SIX Toad Escapes	22		
CHAPTER SEVEN The Boat Woman	25		
CHAPTER EIGHT In the Pond	29		
CHAPTER NINE A Problem at Toad Hall	32		
CHAPTER TEN The Party	35		
CHAPTER ELEVEN Toad's Lesson	39		
Activities	42		
Project	54		
Glossary	55		

During reading

Read out or play the recordings of Chapters 1–6 (Audio tracks 2–7) and ask the children to follow in their Reader. After every few pages, stop and ask questions to check their understanding of the characters and their relationships. For example, after Chapter 3, ask: *Why does Rat go into the forest with Mole? Who do they visit there? Why is Badger worried about Toad?*

Read out or play Chapters 7–11 (Audio tracks 8–12). Ask more questions about the characters and their relationships, for example: *How do Mole and Rat help each other? Who helps Toad in the story? Show the children Reader page 33 and ask: What is Toad looking at? What is he thinking? Encourage them to make up dialogue: What do you think Badger is saying to Toad?*



Make sure the children understand what happens at the end of the story. Ask: *Why did the weasels come to Toad Hall? What did they do there?* Focus on the character development of Toad and ask: *Did Toad learn his lesson? How did he change?*

After reading

Display some adjectives, for example: *frightening, huge, proud*. Ask the children to go through the Reader and find someone or something the adjective applies to, for example, the forest on Reader page 13 is *frightening*. Ask further questions: *Why is Mole afraid?* and elicit *Because he is alone and the forest is full of strange noises*.



Divide the children into teams. Display Flashcards 1–7 one by one, but hide the names. Ask: *Who is this person/animal? What does he/she do in the story?* Award points for correct answers. For more points, give each team a Flashcard in turn. Ask the children to tell you three things about that character. For example, for Toad, they could say: *I am green. I live in a grand house with a huge garden. I like fast cars*. The children can do the following activities to focus on the characters in the story:

- Reader activities: 1, 2, 6, 10, 12, 14, 17

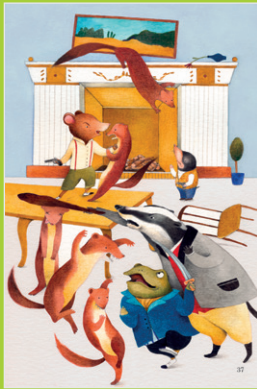
Discuss Toad with the children. Ask:

Do you like Toad? Would you like him to be your friend? Why/why not? Ask: Which animal do you like best?

Differentiation

Extra support

Before the children do the Reader activities, reveal each of the Flashcards gradually, but cover the names. Ask: *Who is this?* If time allows, select some pages which show two or more characters, for example, page 37, and ask the children to point to and identify them.



Extension

Fast-finishers can choose one of the animals featured in the story and research it online. They can draw a picture of it and write a short description. They should include information about what their animal looks like, where it lives, what it eats and any other interesting facts.