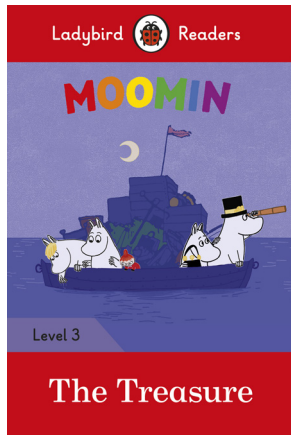


### Lesson Plan



“I want to go on an exciting trip!” said Moomin. Moomin, Snorkmaiden, Moominmamma, Moominpappa, and Little My look for treasure.

CEFR Level A1+  
YLE Movers  
Text type: modern story  
Word count: 520  
Lexile measure: 450L

## Lesson objectives

### Vocabulary focus

Adjectives: *asleep, beautiful, black, blue, excited, exciting, full, happy, late, pink, ready, red, tired, yellow*

Sea: *boat, fishing rod, pearl, shell*

Verbs in the past simple: *could, enjoyed, felt, jumped, put, said, saw, started, swam, thought, wanted, went, woke up*

General: *berries, clothes, fire, hat, idea, island, juice, moon, moonlight, oh dear, picnic, story, top hat, treasure, trip*

### Grammar focus

Question words: *What? Who? Where? When? Which? Why?*

### Reading skills

Retelling a story

### Cross-curricular connections

Art (drawing and labeling a picture)

Music (song)

### Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 2, 4

Flashcard download 1–13

### Timing: 40–60 minutes

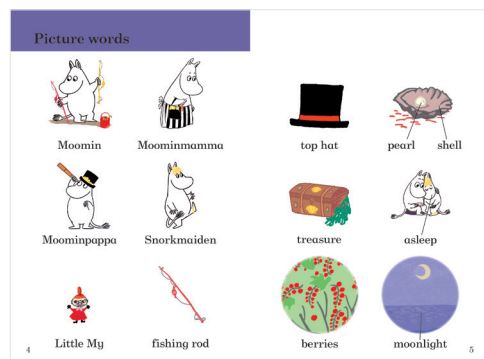
This is to be used as a general guide and will depend on group size, the pace of learning, and the children’s language ability.

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

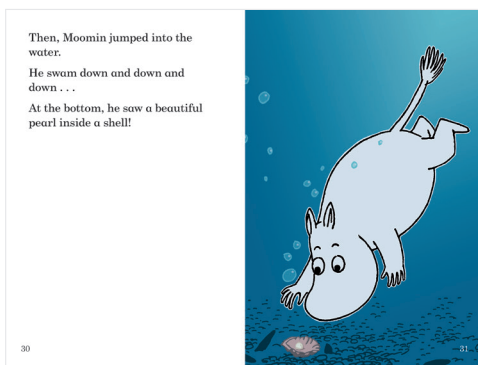
Show the children the cover of the Reader. Ask: *Who can you see?* If the children don’t know the characters, point to each in turn and introduce them as Moomin and his family and friends: *This is Moomin. This is Little My.* Ask: *Where are they?* Elicit that they are in a boat on the sea. Ask more questions, for example: *Is it day or night? How do you know?* and elicit it is night because you can see the moon. Ask: *What are Moomin and his family doing?* Establish they are looking for something. Read out the title. Make sure that the children understand the meaning of treasure. Help the children to guess that Moomin’s family are looking for treasure. Ask the children to look at Reader pages 4–5 and go over the characters and other vocabulary.



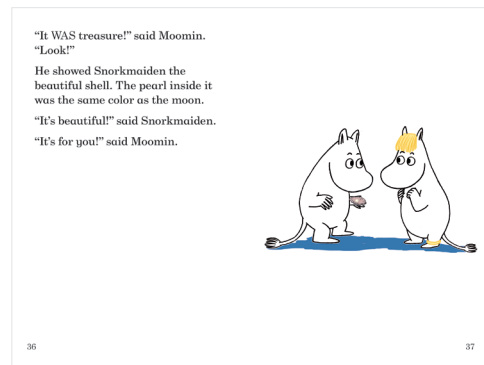
Make statements about the characters and ask the children to guess which one you are referring to, for example: *She has a red dress. He is choosing a fishing rod.* Encourage the children to make statements about the different characters, too. Give them a few minutes to study the characters then hold up the Flashcards one by one in random order, but with the names covered. Ask the children to name the characters without referring to their books.

## During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every few pages, stop and focus on the pictures, and ask the children to retell that part of the story. Encourage them to make statements using the past simple tense. For example, after Reader pages 30–31, ask: *Where did Moomin swim to? What did he see?* Encourage them to guess what happens next, for example: *What is Moomin going to do with the pearl, do you think?*



Read out or play the recording of the text again. Display the question words *What? Who? Where? When? Which? Why?* This time, after every few pages, stop and point to a question word and encourage the children to make a question about what they have just read. For example, after Reader pages 12–13, point to *Which?* and elicit: *Which hat did Moominpappa take?* After Reader pages 36–37, ask: *What did Moomin give Snorkmaiden?*



## After reading

Divide the children into teams. Display Flashcards 1–13 in random order and make statements about them. Ask each team in turn to tell you whether the statement is true or false and award points for correct answers. For example, display the fishing rod and say: *Moomin found this in the sea.* For extra points, ask a child from each team to retell correctly a part of the story about that Flashcard, for example: *Moomin took this on the trip.* Give each team some Flashcards and ask the children to make sentences themselves for the other team to correct.

Talk about trips with the children. Ask: *Do you like going on trips? Where do you go? Who do you go with? What do you do on trips? What do you eat and drink?*

The children can do the following activities to practice retelling the story, and question words.

- Reader activities: 2, 4, 6, 7, 11, 13, 14, 15, 17
- Activity Book activities: 4 (Audio track 2), 6, 7, 8, 11, 13

Play the song (Audio track 4) on Activity Book page 16. Encourage the children to listen and join in. Divide the class into four groups and ask each group to sing a verse. The whole class can sing the chorus.

## Differentiation

### Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–13 again gradually, but cover each word. Ask the children: *Who/what is this? What part of the story is about this?* Help the children match the Flashcards of items to those of characters, and arrange them in the order in which they appear in the story.

### Extension

Fast-finishers can draw and label a picture of a favorite trip they went on and write some sentences about it. For example: *I went to the beach with my family. I swam in the sea. I ate ice cream.* Alternatively, they can write about a trip they want to go on.