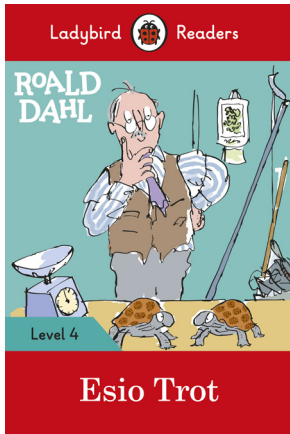


Lesson Plan



Mrs. Silver loves her tortoise, Alfie.
Mr. Hoppy loves Mrs. Silver. Will Mr. Hoppy's big idea make him brave enough to tell her?

CEFR Level A2
YLE Flyers
Text type: modern story
Word count: 869
Lexile measure: 510L

Lesson objectives

Vocabulary focus

Adjectives: *alone, big, brave, clever, important, nice, pretty, right, sure, tall, wonderful, worried*

Adverbs: *carefully, excitedly, finally, slowly, suddenly*

Verbs: *bring, buy, change, grow, hurry (v), invite, leave, lower, marry, pull, speak, try, weigh*

General: *balcony, backwards, building, city, flat (n), idea, language, love, ounce, pet, piece, tool, tortoise*

Grammar focus

Adjectives and adverbs

Reading skills

Predicting

Cross-curricular connections

Music (song)

IT (online research)

Science (tortoises)

Resources

Reader

Activity Book

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

Flashcard download 1–10

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

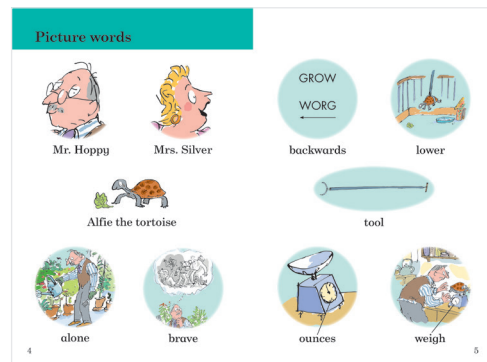
10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover of the Reader but hide the title. Introduce Mr. Hoppy. Point to the two tortoises and ask: *What animals are these?* Elicit or teach that they are tortoises. Point to Mr. Hoppy and the weighing scales and ask: *Why is he looking at the tortoises? What is he thinking? What is he going to do?* Encourage the children to guess that Mr. Hoppy is going to weigh the tortoises. Point to the name Roald Dahl and explain that he wrote a lot of stories for children. Show the children some pictures from the story. Ask what they think it will be about, and if they think it will be funny or sad. Reveal the title but don't tell them what it means.

Ask the children to look at Reader pages 4–5 and introduce the characters and other vocabulary.

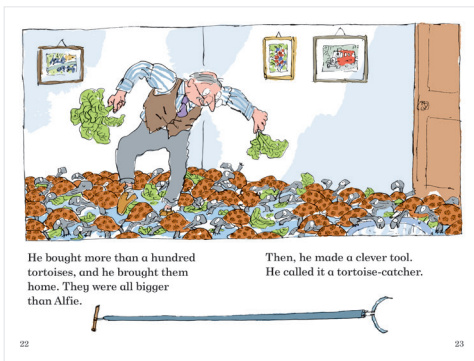


Go over each picture and make sure the children understand the meaning. Focus on *backwards* and make sure they understand the concept. Read out the words, paying particular attention to the pronunciation. Encourage the children to repeat them after you.

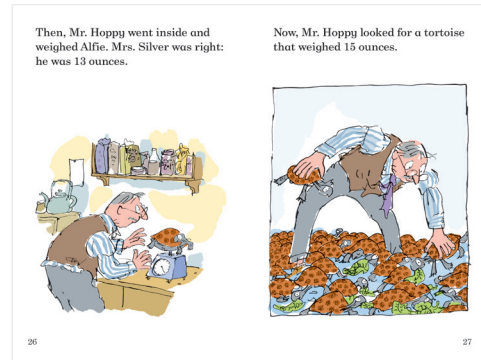
Talk about Alfie the tortoise. Ask: *Have you ever seen a tortoise? Where did you see it? Do you know anyone who has a tortoise? What do you know about tortoises?* Elicit the words for other pets, for example, *cat, dog, fish, bird*, and make a list.

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 before reading the text. Have fun with the children, encouraging them to predict what happens. For example, after Reader pages 22–23, ask: *What is Mr. Hoppy going to do with all these tortoises? Can you guess?* Make sure that the children realize that tortoises can't really understand backwards writing!



Continue encouraging the children to look at the pictures and make predictions about the story and characters. For example, after pages 26–27, ask: *Why is Mr. Hoppy looking for a bigger tortoise? Can you guess what he is going to do? Will Mrs. Silver be happy about this, do you think?* Read out or play the recording again so the children can check their predictions. After every few pages, ask: *Were you right?*



After reading

Display some adjectives from the story, for example, *important, brave, worried*. Ask: *What was important to Mr. Hoppy? Who wanted to be brave? Who was worried about her tortoise?* Ask the children to find parts of the story relating to each adjective. Display the following adjectives one by one: *careful, excited, slow, sudden*. Ask the children to form the corresponding adverbs and find them in the story. Award points for correct answers.

Divide the class into two teams and organize a game. Ask each team to choose words from the story and spell them backwards for the other team to guess. Encourage the children to have fun pronouncing the backwards words.

Talk more about the characters and events in the story. Ask: *Do you like this story? Why/why not? Was Mr. Hoppy clever? What is he going to do with all the tortoises? Talk about pets and ask: Do you have a pet? What is it? What is its name?*

The children can do the following activities to practice vocabulary development.

- Reader activities: 1, 4, 5, 6, 9, 10, 12, 16, 17
- Activity Book activities: 2, 5 (Audio track 2), 7, 8, 10, 14

Play the song (Audio track 4) on Activity Book page 16. Encourage the children to listen and join in. Divide the class into two groups – Mr. Hoppy and Mrs. Silver. Each group should stand up when they hear their name. When they hear *Esio Trot*, all the children should stand up.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–10 in random order. Help the children find pages in the Reader relating to each Flashcard. Ask the children to arrange the Flashcards in the order they appear in the story.

Extension

Fast-finishers can do online research to find out more about tortoises. They can draw and label a picture of a tortoise and write a few sentences to include what they look like, what they eat, and how to look after one as a pet.