

Lesson Plan



“Why are you carrying that big bag?” asks the grasshopper. “It is a beautiful day! Let’s sing and dance!”

CEFR Level Pre-A1

YLE Starters

Text type: traditional tale

Word count: 188

Lexile measure: 270L

Lesson objectives

Vocabulary focus

Insects: *ant, grasshopper*

Adjectives: *beautiful, big, cold, happy, hot, hungry, long, short*

Seasons: *summer, winter*

Times of day: *afternoon, evening, morning, night*

Verbs: *ask, carry, dance, go, love, meet, say, sing*

General: *bag, corn, food, home, please, teacher*

Grammar focus

Can/can’t

Reading skills

Identifying a sequence of events

Cross-curricular connections

Art (drawing a picture)

Music (song)

Science (insects, seasons)

Social studies (kindness, helping others)

Resources

Reader

Audio (UK/US) tracks 1, 3

Flashcard download 1–9

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.

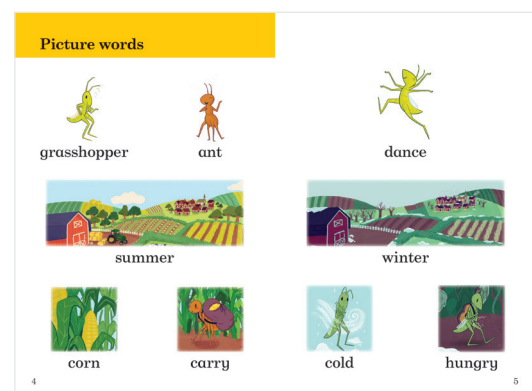
Lesson plan

Before reading

Show the children the cover of the Reader and the title. Point to the ant and grasshopper in turn and introduce them: *This is the ant. This is the grasshopper*. Ask questions, for example: *What color is the grasshopper? Does he look happy or sad? How many legs does the ant have?* Point to the ant’s bag. Ask: *Can you guess what’s inside the bag?* and establish that it is corn.

Ask: *Can you guess why she wants the corn?* and elicit or establish that it is food.

Ask the children what they know about ants and grasshoppers. Elicit or establish information, for example, ants live together and work hard to collect food. Grasshoppers can jump high. Ask the children if they can name any other small creatures, for example, spiders and bees.

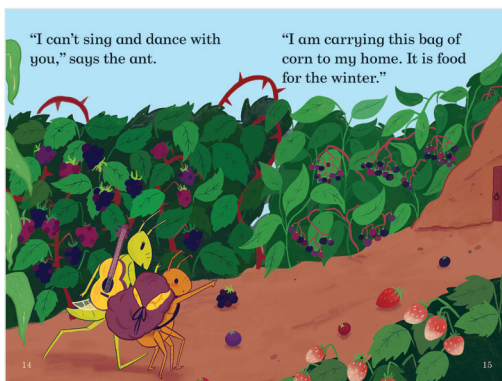


Go over the picture words on Reader pages 4–5. Say the names and get the children to repeat them after you. Mime *cold*, *hungry*, *dance*, *carry*. Ask the children to point to the pictures which illustrate these words. Show them the pictures of summer and winter, and ask: *How are these pictures the same? How are they different?* Ask some general questions about these seasons: *What can you do in summer/ winter? What time of year do you like best?*

Mime or draw some activities or things related to summer and winter, and ask the children to guess which season you are referring to. For example, swimming, ice cream, snow, feeling hot and cold. Award points for correct answers.

During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every couple of pages, stop and ask questions to check their understanding of the sequence of events. Show them the pictures and prompt them with questions. For example, after Reader pages 14–15, ask: *Where's the ant going with the corn? Why?*



Read out or play the recording of the text again. This time, focus on what the ant and grasshopper can and can't do. For example, after Reader pages 22–23, ask: *Can the grasshopper find food?* Make sure the children understand what happens at the end of the story, and that the ant and the grasshopper become good friends. After Reader pages 26–27, ask:

How can the ant help the grasshopper? How can the grasshopper help the ant?



After reading

Divide the class into two teams—Team Ant and Team Grasshopper. Give each team the Flashcard of their character. Make statements and ask teams to put up their hands if the statement is about their character. For example: *I like to dance in summer* (Team Grasshopper). *I live in a nice house* (Team Ant). If teams do this correctly, award a point. For extra points, ask teams to tell you something else about their character. For example: *I can't find food in winter* (Team Grasshopper). *I can't sing or dance* (Team Ant).

Talk more about the characters with the children. Ask: *Who do you like, the Ant or the Grasshopper? Would you help the Grasshopper? Why/why not?*

The children can do the following Reader activities for practice with the sequence of events, and *can* and *can't*.

- 8, 11, 16, 18

Divide the class into two groups, Ant and Grasshopper. Play the song (Audio track 3) on Reader page 47, and ask the children to listen and join in. When they hear their character's name, they should stand up. Swap the groups around and repeat.

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–9 one by one. Ask them to find the pages in the Reader which relate to the Flashcards, for example, *ant*, *grasshopper*, *summer*, *winter*. Help them to tell you what happens.

Extension

Fast finishers can draw a picture of their favourite character, and write two or three sentences about it. For example: *This is the Grasshopper. He is green. He can sing and dance.* Alternatively, they can label the pictures of summer (Reader pages 6–7) and winter (Reader pages 20–21) with as much vocabulary as they know.