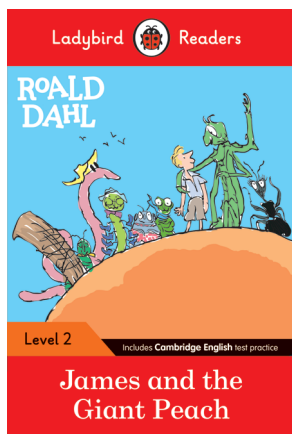


Lesson Plan



There is a giant peach in the tree. James goes inside the peach. What does he find?

CEFR Level A1
YLE Movers
Text type: modern story
Word count: 311
Lexile measure: 420L

Lesson objectives

Vocabulary focus

Adjectives: *big, giant, horrible, sad, safe, small, strong*

Verbs in the simple past: *asked, ate, came, carried, dropped, found, gave, got, lived, loved, opened, ran, said, saw, wanted, went, wrote*

General: *aunt, city, grass, insects, money, need (v), often, peach, peach stone, sharks, sky, string, thing, weather, work (n)*

Grammar focus

Past simple

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

Reading skills

Retelling a story

Cross-curricular connections

Geography (the United States, New York)

IT (online research)

Music (song)

Science (fruit, healthy eating)

Resources

Reader

Audio (UK/US) tracks 1, 2, 3

Flashcard download 1–10

Timing: 40–60 minutes

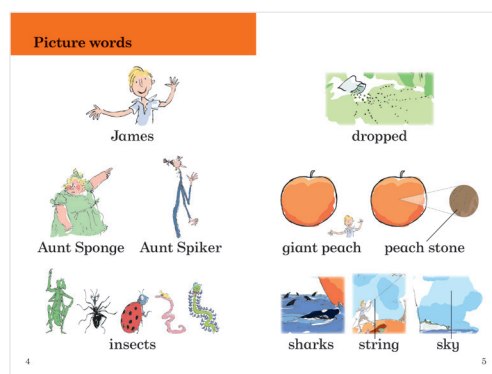
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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

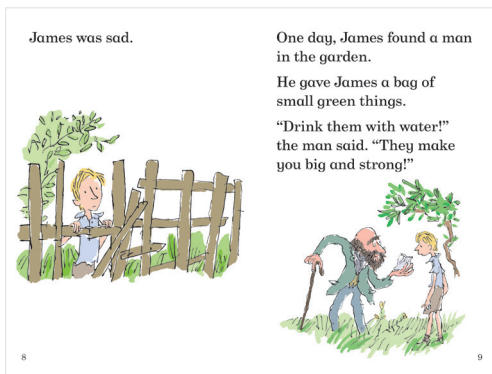
Show the children the cover of the Reader, but hide the title. Ask: *Who can you see?* and elicit *a boy*. Ask: *What else can you see?* and elicit or teach *insects*. Help the children name some of the insects, for example, spider and worm. Ask if they can guess what the big orange ball is. Give them a clue, and say that it is a fruit. Reveal the title and introduce James. Establish that the orange ball is a peach. Mime *giant* and elicit that it means “very big”. Explain that Roald Dahl is the name of the writer of the story, and that he wrote lots of stories for children. Show the children some pictures in the book, and ask if they think the story will be funny or sad. Elicit *funny*, because the pictures look funny.



Ask the children to look at Reader pages 4–5 and go over the words. Say the words and ask the children to repeat them after you to practice the pronunciation. Ask questions, for example: *Which picture(s) show people/insects/the sea/a fruit?* Ask questions about the people: *Who is tall/short?* and the insects: *How many are there? Which ones are green?* Give the children time to study the pictures, then hold up Flashcards 1–10 one by one, but hide the words. Ask the children to name the picture on each Flashcard 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 check the children's understanding. Encourage them to tell you what happened, using the past simple tense. For example, after Reader pages 8–9, ask: *Where was this man? What did he say to James? What did he give him?*



Read out or play the recording of the text again. Ask questions, using a variety of question words to help the children retell the story: *Who? What? Which? Where? Why?* After Reader pages 22–26, show the children the pictures of the city and ask: *Can you guess what city this is?* and elicit or establish that it is New York. Ask: *What are the buildings like?* and establish that they are very tall.

After reading

Divide the class into two teams—A and B. Display a statement about the story and ask a child from Team A to tell you if it is true or false. For example: *James went to America in a giant banana.* Award points for correct answers, and if the child, or another member of the team, can correct the false statement, award extra points. For more points, display some events in the story and ask the teams to help you put them in the correct order.

Talk about the story. Ask: *Do you like this story? Which is your favorite part? Are Aunt Sponge and Aunt Spiker nice or horrible? Would you like to live with them? Why/why not?*

The children can do the following Reader activities to practice the past simple and question words:

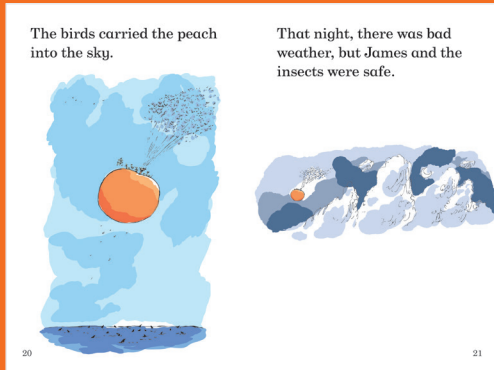
- 3, 6 (Audio track 2), 7, 12, 16

Divide the class into two groups. Play the song (Audio track 3) on Reader page 47, and ask the children to listen and join in. Each group should sing one of the verses, and both groups sing the chorus. When they hear the word *peach*, they should stand up.

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–10 again, one by one. Choose some pictures in the Reader with a number of items on the Flashcards, for example, pages 20–21, and ask the children to label them.



Extension

Fast finishers can do online research and find out about New York. They can write two or three sentences, and present their information to the class, for example: *New York is a big city in the east of the United States. It has very tall buildings, like the Empire State Building.* Alternatively, they can find out more about Roald Dahl and the other stories he wrote.