

Lesson Plan



Jack loved playing tricks! He played a trick on the people in his village. He put his hands to his mouth and shouted, “Wolf! Wolf! WOLF!”

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 803

Lexile measure: 480L

Lesson objectives

Vocabulary focus

Animals: *rabbit, sheep, wolf*

Adjectives: *bored, dangerous, hungry, important, loud, low, naughty, quiet, slow, sure, surprised, wide*

Verbs: *climb, grow, knock, laugh, look after, play tricks, scream, shout, tell a lie/the truth, turn around*

General: *field, grass, hill, idea, stone, villager, wool*

Grammar focus

Adjectives and adverbs

Reading skills

Making inferences

Cross-curricular connections

IT (online research)

Music (song)

Science (animals)

Social studies (telling the truth)

Resources

Reader

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

Flashcard download 1–12

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: *What animals can you see?* and teach or elicit *wolf* and *sheep*. Ask questions about the wolf, for example: *What color is the wolf? Are his teeth big or small? Where is he running? What is he going to do, do you think?* Point to the boy and ask: *What is he doing?* Elicit that he is shouting. Ask: *What/why do you think he is shouting?* Then ask: *Can you guess the title of the story?* and reveal it.

Ask more questions about wolves, for example: *Where do wolves live? What do they eat? Do they usually live alone or with other wolves? Are they scary?*



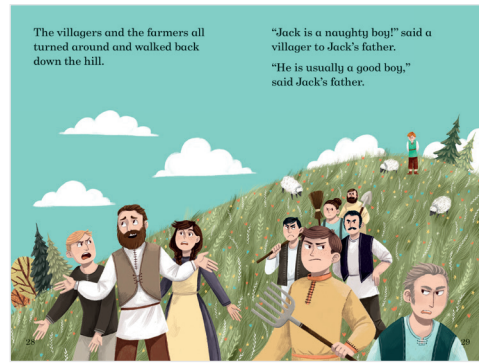
Ask the children to look at Reader pages 4–5. Go over the pictures and introduce Jack and his family. Go over the other pictures, and make sure that the children understand the phrase *playing tricks*, and can differentiate between *telling a lie* and *telling the truth*. Hold up Flashcards 1–12 in random order, but with the words covered. Ask the children to name what is on them without referring to their books, and to help you group them together where possible, for example, the cards which show Jack's family.

During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. After every few pages, stop and focus on the pictures, and ask the children to make inferences about them. For example, show them the pictures on Reader pages 12–13 and ask what Jack is doing. Ask the children to infer how the people are feeling about him, before reading the text on page 13.



Read out or play the recording of the text again. This time, stop from time to time at pictures of the characters and ask the children to infer what they are saying and make up dialogue. For example, show them the pictures of the angry villagers on Reader pages 28–29. Ask: *What are the villagers saying to Jack's father, do you think?* without reading the text.



After reading

Divide the class into two teams. Display some adjectives from the story, for example, *bored*, *dangerous*, *hungry*. Ask the children to find a character or part of the story relating to that adjective, and make a sentence about it, for example: *Jack is bored. The wolf is hungry*. Award points for correct answers. For extra points, ask the children to form adverbs and make sentences, for example: *The wolf walked quietly towards the sheep*.

Talk more about the story with the children. Ask: *Do you like this story? Why/why not? Do you think Jack will stop playing tricks and telling lies?*

The children can do the following Reader activities to check their understanding of the events in the story:

- 7, 10 (Audio track 2), 12, 13, 14, 15

Play the song (Audio track 3) on Reader page 63. Encourage the children to listen and join in. Divide the children into two groups—one group is Jack and the other, the wolf. When they hear the name of their group, they should put up their hands. Swap the groups around.

Differentiation

Extra support

Before the children do the Reader activities, hold up the Flashcards of Jack and his family in random order. Make statements about what they do in the story for the children to correct, for example for the Flashcard of Jill, say: *This is Jack's brother. She likes to play tricks.*

Extension

Fast finishers can look online and find out more about wolves, for example, what they look like, where they live and what they eat. They can draw and label a picture of a wolf, and write two or three sentences, for example: *Wolves are gray. They have big teeth and long ears.*