

Lesson Plan



When a beautiful princess pricks her finger and falls asleep for one hundred years, only one person can wake her . . .

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 777

Lexile measure: 480L

Lesson objectives

Vocabulary focus

People: *fairy, king, prince, princess, queen, soldier*

Adjectives: *afraid, clever, hard, high, lovely, strong, thick*

Verbs: *arrive, break, bring, cast (a spell), climb, cry, cut down, decide, die, fall asleep, fly, get married, grow (up), hate, invite, kiss, lie, prick, touch, wake up*

General: *castle, dream, finger, hedge, moment, spinning wheel, thorns, top, wood*

Grammar focus

Past simple/continuous

Reading skills

Summarizing

Cross-curricular connections

Art (designing an invitation)

Music (song)

Social studies (good and bad actions)

Resources

Reader

Audio (UK/US) tracks 1, 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.

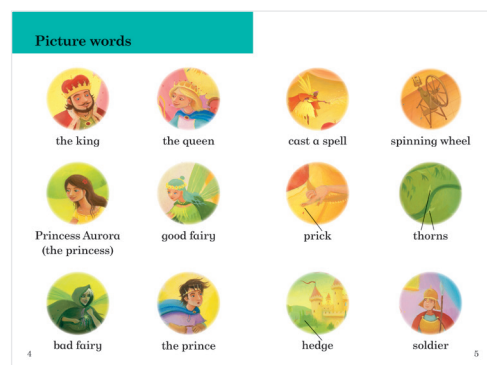
We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and

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

Lesson plan

Before reading

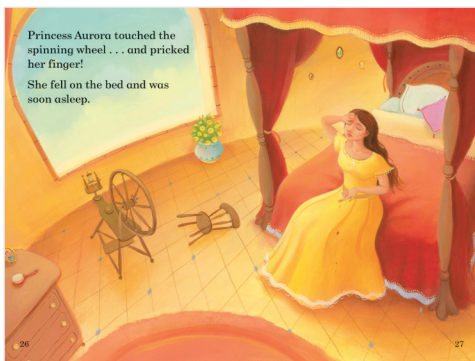
Show the children the cover of the Reader, but hide the title. Ask: *Can you guess what this story is about?* and elicit that it is a love story. Point to the young man and ask: *Who is this?* Point to his clothes and ask: *Is he rich or poor, do you think?* Teach or elicit that he is a prince. Ask: *What is he doing?* and elicit that he is trying to wake the young woman. Reveal the title. Point to the young woman and ask: *Who is she, do you think?* Establish that she is Sleeping Beauty, because she is beautiful and asleep. Ask the children if they know the story of Sleeping Beauty, and have seen any movies about it. They may have seen the Disney animated movie, or *Maleficent*. If they have seen a movie, ask them if they liked it and to tell you what happened.



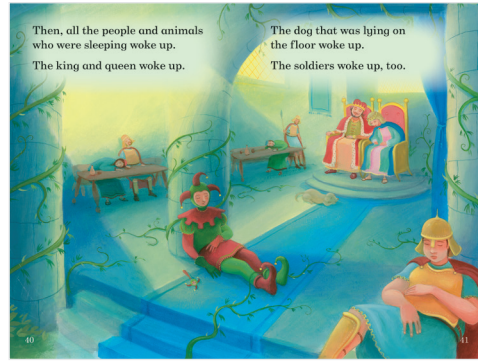
Ask the children to look at the picture words on Reader pages 4–5. Ask: *Which pictures are about people/things? Which pictures show fairies?* Make sure that the children understand the concept of a fairy and of casting a spell, and explain what a spinning wheel is used for. Make statements about the pictures, and ask the children to tell you if they are true or false, for example: *The bad fairy has yellow hair.* 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. After every few pages, stop and ask them to summarise the events in the story. Encourage them to use the past simple tense and their own words wherever possible. For example, after Reader pages 26–27, show them the picture of the spinning wheel and ask: *What's this? What happened when Princess Aurora touched it?*



Read out or play the recording of the text again. This time, ask the children questions that give practice with the past continuous. For example, after pages 40–41, ask: *Where was the dog lying? Where was the soldier sitting? Who was sitting next to the king?*



After reading

Divide the class into two teams. Hold up a Flashcard of one of the characters and ask: *Who is this? What did he/she do in the story?* Hold up Flashcards of the verbs and objects, for example, the spinning wheel, and ask: *What's this? Why was it important in the story?* Award points for correct answers. For extra points, ask the children to make a sentence about the person/object using a verb in the past tense correctly. Display other pictures or words in the story, for example, *castle, picnic, dog* and ask the children to make statements about them.

Ask: *Do you know another story about a prince or princess, or fairies?* They may know “Cinderella”, or a story from their own country. Help them to tell you what happens in it. The children can do the following Reader activities for practice with summarizing and using the past simple or continuous tenses:

- 4, 8, 9, 10, 15

Divide the class into two groups. Play the song (Audio track 3) on Reader page 63, and ask the children to listen and join in. Each group should sing one of the verses, and both groups sing the chorus. Swap the groups around and repeat.

Differentiation

Extra support

Before the children do the Reader activities, display Flashcards 1–12 in random order, but cover the words. Ask: *Who/what is this? What does this person/thing do in the story?* Help the children put the Flashcards into groups—for example, bad fairy, good fairy, cast a spell.

Extension

Fast finishers can design an invitation to the Prince and Princess's party. They can write 'Please come to a party' at the top, give the day, time and place of the party (the castle), and illustrate the invitation with motifs like balloons and cake.