

## Lesson Plan



Wendy, Michael and John go on a great adventure when Peter Pan teaches them to fly and takes them to Neverland.

CEFR Level A2  
YLE Flyers / KET  
Text type: modern story  
Word count: 1,562  
Lexile measure: 510L

## Lesson objectives

### Vocabulary focus

Neverland: *chief, fairy, lagoon, magic dust, mermaid*

Pirates: *cabin, captain, cat o'nine tails, prisoner, ship, walk the plank*

Adjectives: *cruel, fierce, shocked*

Verbs: *attack, disappear, enter, fix, frighten, grow up, order, refuse, shoot an arrow*

General: *acorn, drawer, enemy, fight (n), ghost, hook, leader, leaf/leaves, nightie, nursery, probably, ropes, roses, shadow, trick*

### Grammar focus

Past simple/continuous

Question words

### Reading skills

Understanding characters

### Cross-curricular connections

Art (drawing a map)

History (pirates)

Social studies (growing up)

### Resources

Reader

Audio (UK/US) tracks 1–12

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 introduce the boy as Peter Pan. Ask: *What is he doing?* and elicit that he is flying. Point to the buildings and ask: *Can you guess which city this is?* and establish that it is London. Show the fairy in Peter's hand. Say: *This is Tinkerbell* and make sure the children understand the concept of a fairy. Tell them to look quickly through the Reader. Ask: *What do you think the story is about?* Establish that it is about the adventures of children on an island with characters like pirates, mermaids and a crocodile.

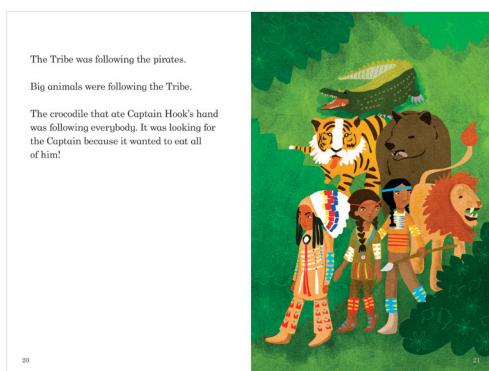
Ask the children if they know the story of Peter Pan. Ask: *Do you know what is special about Peter?* Elicit that he can fly, and that he never grows up. They may have seen the Disney animated movie, or other movies. Tell them the story was written by Sir J. M. Barrie (1860–1937) who was born in Scotland, but later moved to London. He wrote lots of novels and plays, but his most famous work was *Peter Pan*, or *The Boy Who Wouldn't Grow Up*.

Read out or play the recordings of the Contents and Characters pages (Audio track 1) and ask the children to follow in their Reader. Ask questions, for example: *How many chapters are there? Which chapter is about an island/pirates?* Go over the characters and ask: *Can you guess which people live in London/on the island? Which pictures show Mrs. Darling's children?*

Contents	Characters
Characters	5
CHAPTER ONE	Peter Pan
CHAPTER TWO	Peter's Shadow
CHAPTER THREE	Flamingo to Neverland
CHAPTER FOUR	On the Island
CHAPTER FIVE	Wendy is Attacked!
CHAPTER SIX	Two Little Houses
CHAPTER SEVEN	The Mermaids' Lagoon
CHAPTER EIGHT	The Fight on the Rock
CHAPTER NINE	The Pirates Attack!
CHAPTER TEN	The End of Captain Hook
CHAPTER ELEVEN	Home Again!
Activities	48
Projects	60
Glossary	62

## During reading

Read out or play the recordings of Chapters 1–6 (Audio tracks 2–7) and ask the children to follow in their Reader. After each chapter, stop and check the children's understanding, using the pictures as prompts. Encourage them to answer using the past simple or continuous tenses. For example, after reading Chapter 4, ask: *What did Captain Hook have for a hand? Who were the Tribe following? What was following everybody? Who was it looking for?*



Read out or play the recording of Chapters 7–11 (Audio tracks 8–12) and ask the children to follow in their books. Stop after each chapter and ask questions about what happened, using a variety of question words. For example, after

reading Chapter 9, show them page 37 and ask: *What were the pirates carrying? Where did they take it? Who was inside the house? Where was Peter? What did he do next?*



## After reading

Display a number of question words, for example: *What? When? Where? Why? Who? How many?* Divide the class into two teams—A and B. Hold up a Flashcard of one of the characters, and choose a child from Team A to ask that person a question. For example, for Mrs. Darling, they could ask: *Where do you live? How many children do you have? Why did you scream? What did you put in the drawer?* Choose a child from Team B to answer the question. Award points for correct questions and answers. Then hold up a Flashcard of a different character and choose a child from Team B to ask a question, and Team A to give the answer. Talk about pirates with the children. Ask: *Were pirates good or bad? What did they do?* Find a picture of the pirate ship with the flag, and explain: *This is the pirate flag.* Ask: *Have you read any other stories or seen movies about pirates?* They might know the *Pirates of the Caribbean* series.

The children can do the following Reader activities to focus on character understanding and practice the past simple /continuous and question words:

- 4, 5, 7, 8 (Audio track 5), 10, 11, (Audio track 7), 13, 20

## Differentiation

### Extra support

Before the children do the Reader activities, display Flashcards 1–9 in random order. Ask them to find a page or pages about that character. Help them to put the Flashcards into groups, for example, the people who live in Neverland/ in London, and arrange them in the order in which they appear in the story.

### Extension

Fast finishers can draw a map of Neverland. They can include features like the lagoon, the bay with the pirate ship, the forest and tents of the Tribe, Wendy's house, and anything else they wish. They can label their map and write two or three sentences about the island.