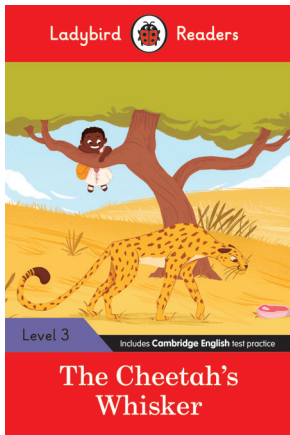


Lesson Plan



“A love potion is not easy to make,”
Grandma said to Abeba. “I need a cheetah’s whisker.
Can you get one?”

CEFR Level A1+
YLE Movers
Text type: traditional tale
Word count: 578
Lexile measure: 470L

Lesson objectives

Vocabulary focus

Places: *Ethiopia, savannah*
Verbs: *call(ed), climb, laugh, marry, smile, throw*
General: *afraid, cheetah, Grandma, love potion, slowly, whisker*

Grammar focus

Past simple

Reading skills

Summarizing

Cross-curricular connections

Geography (Africa, Ethiopia)
IT (online research)
Music (song)
Science (cheetah)

Resources

Reader
Audio download (UK/US) tracks 1, 4
Flashcard download 1–13

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.

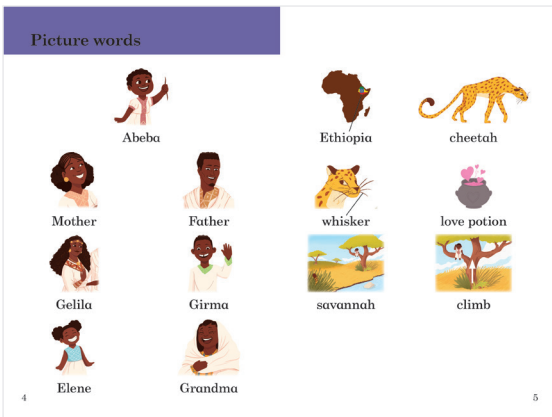
Lesson plan

Before reading

Show the children the cover of the Reader. Ask: *What can you see?* and elicit as much vocabulary as possible. Point to the cheetah and ask: *Do you know this animal?* Establish that it is a cheetah, a kind of big cat. Ask: *What does it look like?* and elicit that it has long legs, spots and a long tail. Ask: *Where does it live?* and elicit or explain that it lives in Africa. Explain that cheetahs can run very fast, and are the fastest land animal (over a short distance) in the world.

Encourage the children to think about what happens in the story. Point to the meat and ask: *Is the cheetah hungry, do you think? Is it dangerous? Can you guess who put the meat there?* Point to the girl in the tree and introduce her as Abeba. Ask: *Why is Abeba in the tree? What is she thinking?*

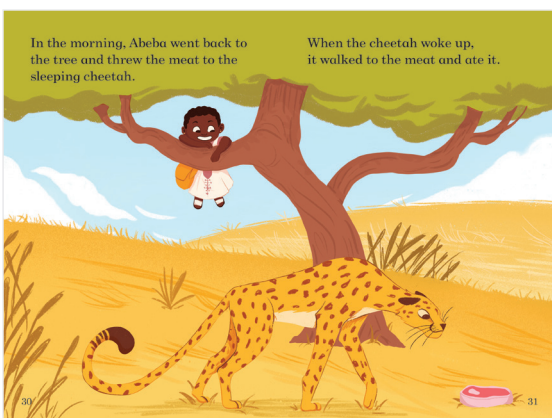
Draw or display a cat's face and teach *whisker*. Read out the title, check the children's understanding, and get them to repeat the title after you.



Ask the children to look at Reader pages 4–5. Help them to differentiate between the characters on page 4. Ask questions about the vocabulary items on page 5, for example: *Which picture shows an animal/a tree?* Establish that Ethiopia is a country in Africa, and explain that this is where the story is set. Establish that *savannah* is a kind of grassland, and explain the concept and purpose of a love potion.

During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Stop after every couple of pages and ask them to summarize what has just happened. Focus on the past simple tense. For example, after reading Reader pages 30–31, ask them to identify the past simple verbs. Help them to summarize what happened by asking: *What did Abeba do then? What happened next?*



Read out or play the recording of the text again. Make sure the children understand the ending of the story. Ask: *Does this story have a happy ending? How does Abeba feel? Is she happy or sad? Why?* Discuss the love potion. Ask: *Was Grandma really going to make a love potion? Do love potions really work? Why did Grandma say that Abeba didn't need it?*

After reading

Divide the class into two teams – A and B. Display some statements in random order summarizing the story, and ask the children to help you put them into the correct order. Award points for correct answers. Play a game of Hangman to reinforce vocabulary from the story, for example: *cheetah, river, tree, savannah*.

Talk more about the characters and events in the story. Ask: *Do you like this story? Do you think Grandma was clever? Why/why not?* Ask: *What other stories about animals do you know?* Ask: *Do you know any other African animals?* Make a list with the children's help, for example: *lion, elephant, monkey, crocodile, snake*. Award points to children who name an animal, and extra points if they can give you one or two sentences about it.

The children can do the following Reader activities to reinforce summarizing and give practice with the past simple:

- 4, 8, 9, 12, 14

Play the song (Audio track 4) on Reader page 63, and encourage the children to listen and join in.

Divide the class into two groups. Each group can sing a verse, and both groups can sing the chorus.

Differentiation

Extra support

Before the children do the Reader activities, hold up Flashcards 1–13 in random order. Ask the children to tell you why that character or vocabulary item is important in the story, and help them summarize what happened in that part.

Extension

Fast finishers can go online and do research about the cheetah, or another African animal. They can give a presentation to the class about their animal, and include information about what it looks like, where it lives, what it eats, and any other interesting facts.