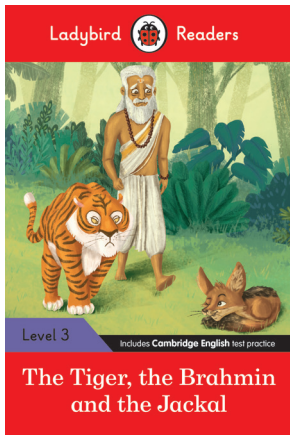


Lesson Plan



A tiger lived in a forest in India. One day, the tiger walked into a trap! Then, a kind Brahmin came into the forest. . .

CEFR Level A1+
 YLE Movers
 Text type: traditional tale
 Word count: 580
 Lexile measure: 440L

Lesson objectives

Vocabulary focus

People and animals: *Brahmin, buffalo, jackal, tiger*
 Adjectives and adverbs: *angry, frightened, happily, quickly, thirsty*
 Verbs: *chop down, tie*
 General: *branch, forest, India, path, rope, trap*

Grammar focus

Adjectives and adverbs

Reading skills

Predicting

Cross-curricular connections

Art (making masks)
 Drama (acting a part of the story)
 Geography (India)
 Music (song)
 Science (animals)

Resources

Reader
 Audio download (UK/US) tracks 1, 2, 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.

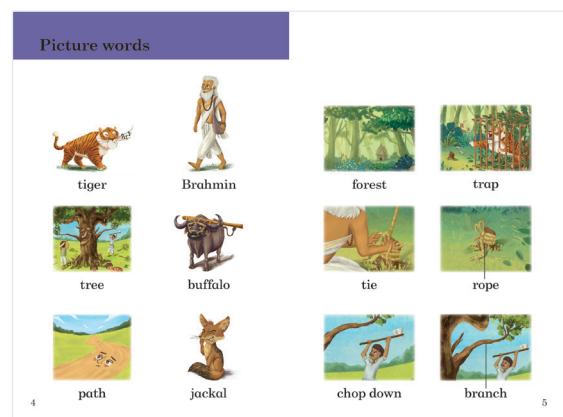
We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show the children the cover of the Reader but hide the title. Ask: *What can you see?* and elicit *a man and two animals*. Reveal the title and read it out. Point to each character in turn and introduce them as the tiger, the Brahmin and the jackal. Ask the children if they can guess where the story is set, and establish that it is set in India. Explain that a Brahmin is a highly respected kind of priest, scholar and teacher in the Hindu religion, and that a jackal is a sort of wild dog.

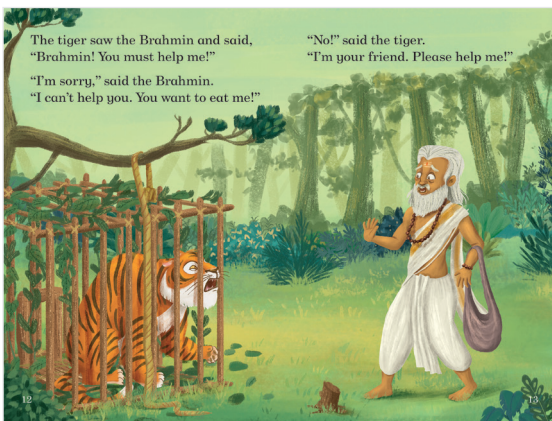
Ask the children to look at the three characters again, and elicit some adjectives to describe them. Ask: *Is the Brahmin old or young?* Point to his clothes, and ask: *Is he rich or poor, do you think?* Encourage the children to compare the two animals. Ask: *Which is bigger, the tiger or the jackal? Which has longer ears? Which animal is stronger/more clever?*



Ask the children to look at Reader pages 4–5, and go over the characters on page 4. Ask questions, for example: *Which pictures show people/animals? How many pictures show faces?* Make sure the children understand the meaning of *trap*. Hold up the Flashcards one by one, but with the words covered, and ask the children if they can tell you the names of the characters and items. 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. From time to time, stop and ask if they can predict what happens next. For example, after reading Reader pages 12–13, ask: *Will the Brahmin agree to help the tiger, do you think? Is the tiger going to eat the Brahmin?*



Continue reading or playing the story, encouraging the children to make predictions wherever possible. After each prediction, turn over to the next page and ask: *Were you right?* Read out or play the recording of the text again. Make sure the children understand the end of the story. Ask: *How does the tiger feel now? What will happen to it, do you think? Do you feel sorry for it?*

After reading

Display some adjectives and adverbs from the story, for example: *angry, frightened, happily, hungry, quickly, thirsty*. Ask the children to retell a part of the story relating to that adjective, for example: *The Brahmin was*

frightened because the tiger wanted to eat him. Award points for correct answers. Write the characters' names, then elicit more adjectives and list them under the names, for example: *Tiger: big, strong. Brahmin: kind, old. Jackal: small, clever.*

Talk more about the characters and events in the story. Ask: *Do you like this story? Which character do you like best? Why didn't the tree/buffalo/path want to help the Brahmin? Were they right not to help him, do you think? Ask: Do you know any other stories about animals?*

The children can do the following Reader activities to reinforce understanding of the story:

- 2, 4, 6, 7, 10 (Audio track 2), 14, 15

Divide the class into three groups – the tiger, the Brahmin and the jackal. Play the song (Audio track 4) on Reader page 63. Encourage the children to listen and join in. When they hear the name of their group, they should put up their hands.

Differentiation

Extra support

Before the children do the Reader activities, hold up Flashcards 1–13 in random order. Ask the children to help you arrange the Flashcards in the order in which they appear in the story.

Extension

Fast finishers can work in small groups, and make masks of the main characters. They can find their favourite parts of the story and act them out for the class, adding extra dialogue wherever possible.