

## Lesson Plan



Peppa and her family go to the museum.  
They sit in a big rocket and go to the moon!  
Peppa likes the moon.

CEFR Level Pre-A1  
YLE Starters  
Text type: modern story  
Word count: 564  
Lexile measure: 290L

## Lesson objectives

### Vocabulary focus

Animals: *elephant, pig, rabbit*

People: *children, family, friend*

Space: *moon, rocket*

Verbs: *ask, come, fly, learn, like, play, say, sit, teach, walk*

General: *camera, cheese, museum, picture, rock, rubber band, shop, toy*

### Grammar focus

Prepositions

### Reading skills

Identifying a sequence of events

### Cross-curricular connections

Art (draw a picture)

Music (song)

Science (moon)

### Resources

Reader

Audio (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 and ask: *Who can you see?* If the children don't know the characters, point to them and say: *This is Peppa. This is her little brother, George.* Ask: *What are Peppa and George looking at?* and elicit *the moon*. Read out the title. Ask some general questions, for example: *What do you know about the moon? What color is it? Would you like to go there?* Ask: *What other things can you see in the picture?* and elicit *stars*.

Ask the children to look at Reader pages 4–5 and go over the characters and the vocabulary.



Display Flashcards 8–13 but hide the names of the items. Say a word, and ask the children to tell you if it is right or wrong, for example: *This is a rock*. Repeat, this time making statements about the item, for example: *The rock is red*, with the children telling you if your statement is correct or not.

## During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every few pages, stop and ask questions to check their understanding of the sequence of events. For example, after Reader pages 14–15, ask: *Where are Peppa and her family? Where are they going now?*



Check the children’s understanding of the story. After Reader pages 26–27, ask *Does Peppa like the moon now? Why?* Ask: *What did Peppa and her family learn about the moon?* Make sure the children understand that Peppa’s family did not really go to the moon!



Write or display the prepositions *about*, *at*, *in*, *on*, *to*, and *with*, and check the children’s understanding of them. Divide the class into six teams, and give each team a different preposition to listen for. Read out or play the recording of the text again, and ask the children to put their hand up when they hear their preposition.

## After reading

Display some sentences about the events in the story, but in the wrong order. For example: *The family go to the museum. They go in a rocket. Daddy Pig buys some moon cheese*. Ask the children to help you put them into the correct sequence.

The children can do the following activities to focus on the main events in the story: 9, 14, 15, 16, 19.

Play the song (Audio track 4). Demonstrate how the children can mime *flying* whenever they hear the word, and *moon* by using their hands to make a big circle. Ask individual children to sing a verse, and the whole class to join in with the chorus.

## Differentiation

### Extra support

Before the children do the Reader activities, display Flashcards 1–13. Show the children some pictures, for example, Reader pages 12–13, and ask them to find the characters and items on the Flashcards in the picture.

### Extension

Fast finishers can draw a picture of a rocket going to the moon. They can label their picture and write about it, for example: *This is the moon. We can see it at night. It is a big rock. This rocket is going to the moon.*