

Lesson Plan



“Let’s have a rummage sale,” says Madame Gazelle. Peppa and her friends give some old toys. What can Daddy Pig give?

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 189

Lexile measure: 450L

Lesson objectives

Vocabulary focus

Adjectives: *blue, good, old, new, nice*

Verbs in the present simple: *can, get, give, go, have, say, see, want*

General: *chair, friend, hole, money, roof, rummage sale, school, toy*

Grammar focus

Present simple

Reading skills

Identifying what characters say

Cross-curricular connections

Music (song)

Resources

Reader

Flashcard download 1–7

Audio download (UK/US) tracks 1, 4

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.

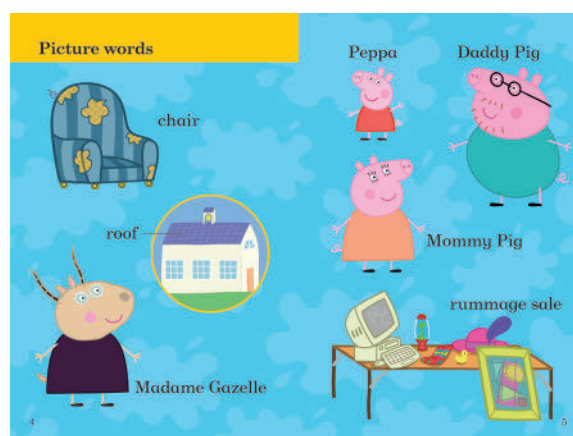
Lesson plan

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 Daddy Pig.*

Point to the chair and ask: *What is this? Is it old or new?* Then say: *This is Daddy Pig’s old chair.* Read out the title of the story.

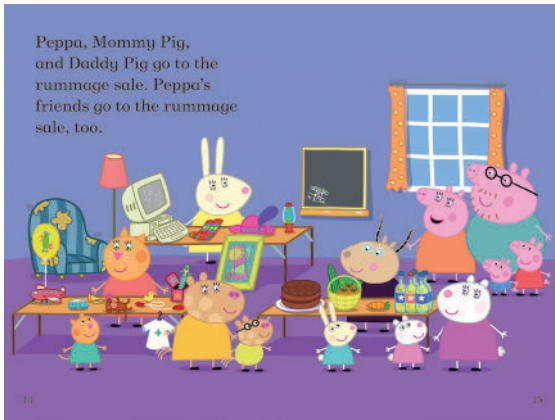
Display the Flashcards and introduce the characters and vocabulary to the children. Then display the Flashcards one at a time (you can cover the words with your hand) and ask: *Who is this? What is this?*



During reading

Read out the story or play the recording (Audio track 1). Ask the children to follow in their Reader. After every few pages, stop, point to a

character, and ask: *Who is this?* to check that the children remember who the characters are.



You can also ask questions to check the children's understanding. Asking them to answer in full sentences will give the children the opportunity to practice using the present simple. For example:

- Pages 6–7: *Where are the holes? What can they get at a rummage sale?*
- Pages 8–9: *What does Peppa give?*
- Pages 12–13: *What does Mommy Pig give?*
- Pages 14–15: *Who goes to the rummage sale?*
- Pages 16–17: *What is at the rummage sale?*
- Pages 20–21: *What does Peppa want? What do Peppa's friends want?*
- Pages 22–23: *What does Daddy Pig have?*
- Pages 26–27: *Now, what can the school have?*



Check that the children understand what the problem is and what happens at the end.

Divide the children into four groups and assign a character to each group. Read out the story or play the recording again and ask the children to stand up when their character speaks.

After reading

Play a game with the children to help them to identify what each character says. Read out some text that is spoken in the story and ask the children to name the character who says it. You can do this in the order of the story, and then repeat it in a muddled order to make it more challenging.

The children can do the following activities to focus on adjectives: 4, 11, 12, 15, 18.

To finish the lesson, play the song (Audio track 4) and ask the children to listen and follow in their Reader. Give out Flashcards 1–3 (the characters) to the children. Play the song again and ask the children to show their Flashcard when one of the characters on their card sings. You can also ask all the children to stand up when they hear *rummage sale*.

Play the song a few more times and encourage the children to join in.

Differentiation

Extra support

When you are asking the children what the characters say, let the children look through their Reader to find the answers, or give them written prompts.

Extension

In pairs, fast finishers can read out the story. One child reads out the narrative, and the other reads out what the characters say. Then they can swap over. Encourage the children to put on voices for the different characters.