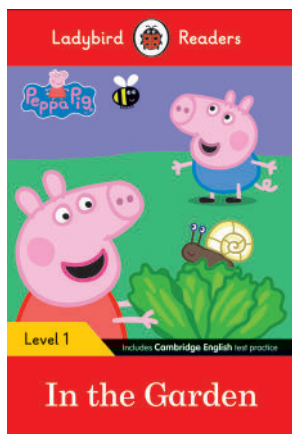


## Lesson Plan



Look at the little animals in Grandpa Pig's garden.  
There is lots for Peppa, George, and their friends to see!

CEFR Level Pre-A1  
YLE Starters  
Text type: modern story  
Word count: 168  
Lexile measure: 310L

## Lesson objectives

### Vocabulary focus

Animals: *bee, snail*

Family: *brother, grandpa, granny*

General: *friends, garden, honey, house, lettuce, shell*

### Grammar focus

*This is ... / These are ...*

### Reading skills

Identifying characters

### Cross-curricular connections

Mathematics (numbers)

Music (song)

Science (animals)

### Resources

Reader

Flashcard download 1–9

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 George.* Then ask: *Where are they?* and establish that they are in the garden.

Then point to the bee, the snail, and the lettuce in turn and ask: *What is this?* Give the children the vocabulary if they don't know it. Read out the title and ask: *What other things can we see in a garden?* to find out what the children know.

### During reading

Read out or play the recording for pages 6–7 (Audio track 1) and ask the children to follow in their Reader. Then stop and point to each character. Ask: *Who is this?*



This is Peppa. This is her brother, George.

This is Grandpa Pig and Granny Pig.

Continue with the rest of the story. After every few pages, stop and ask questions to check the children's understanding. For example:

*Where are Peppa, George and Grandpa Pig?  
Where is the snail? What are the bees doing?  
What does Granny Pig give Peppa and her friends?*

You can also point to different parts of the pictures and ask: *Who is this? What is this? What are these?* Encourage the children to answer with *This is ... / These are ...*

Ask questions to practice numbers and colors, for example:

*What color is Grandpa Pig's hat/Peppa's dress?  
What color are the flowers?  
How many friends are there?*

## After reading

Display Flashcards 1–5 and 8 as clues. Describe one of the characters or animals from the story and ask the children to say who or what it is. For example:

*He gives Peppa a lettuce.  
She gives Peppa and her friends some honey on bread.  
It has got a shell.  
He likes the snail.*

Ask the children to look at Reader pages 14–15 and talk to them about snails. Ask questions, for example:

*Where do snails live? What do they eat?  
What color are they? Do you like snails?*



Ask the children to look at Reader pages 20–21 and talk to them about bees, for example:

*What do bees make? What do they say?  
What color are they? Do you like bees?*



You could then ask some children to mime the animals for the other children to guess.

The children can do the following activities to focus on identifying the characters in the story: 1, 2, 3, 9, 13, 14, 18.

To finish the lesson, play the song (Audio track 4) and ask the children to listen and follow in their Reader. Encourage them to mime being a snail in verse 1 and being a bee in verses 2 and 3.

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

## Differentiation

### Extra support

Display the Flashcards, so that the children can refer to key vocabulary and the names of the main characters when doing the Reader activities.

### Extension

In pairs, fast finishers can do activity 11. Then they can ask questions about other pictures from the story.