

## Lesson Plan



Old Brown has Peter Rabbit's dad's book. Peter, Benjamin, and Lily want it back. The three friends must go to Old Brown's island!

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 198

Lexile measure: 320L

## Lesson objectives

### Vocabulary focus

Question words: *What, Where, Who*

Animals: *owl, rabbit, squirrel*

General: *book, island, nut, raft, tree*

### Grammar focus

Question words

### Reading skills

Making predictions

### Cross-curricular connections

Music (song)

Science (animals)

### Resources

Reader

Flashcard download 1–9

Audio download (UK/US) tracks 1, 3, 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. If the children don't know the characters, point to them and say:

*This is Peter Rabbit. This is Lily.*

*This is Benjamin.*

Then ask: *Is Lily a rabbit or a squirrel?*

*What do you know about rabbits/squirrels?*

Ask the children to look at Reader pages 4–5.

Introduce the other characters and vocabulary.

Explain that Old Brown is an owl.

Ask questions, for example: *What do you know about owls?*

Read out the title of the story, and use Flashcard 9 to show an island. Ask questions and encourage the children to make predictions:

*What is this? What does Peter Rabbit do on the island?*



## During reading

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. Before turning each page, encourage the children to make predictions.

Ask questions, for example:

*Then, what do they do? What happens next, do you think?*



Read out or play the recording of the story again. After every few pages, ask questions to check the children's understanding. Focus on using question words, for example:

*Where is Old Brown? Who goes to the island? What does Nutkin have?*

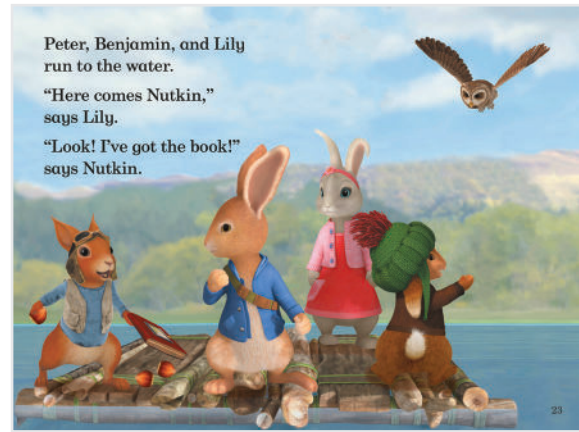
Invite some children to ask some questions for the other children to answer. Provide written prompts if necessary.

## After reading

Display Flashcards 1–5 and play a game with the children. Ask: *Who says this?* and then read out something that a character says in the story. Encourage the children to name the speaker, using the Flashcards as prompts. They can also play the game in pairs.

Ask the children to look at Reader pages 22–23, where all the characters are in one picture. Ask the children questions using question words, for example:

*Who is a squirrel/rabbit/owl? What is on the raft? Where are the nuts?*



The children can do the following activities to focus on the question words:

Reader activities: 6 (Audio Track 3), 7, 10, 12, 13, 15

Play the song (Audio track 4). Ask the children to listen and follow in their book. Then, ask questions from the song. Encourage the children to answer using answers from the song. For example:

*Who has the book? Old Brown has the book.*

*What does Peter say? "Give me Nutkin!"*

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

Fast finishers can do Reader activity 3 with you, or in pairs.