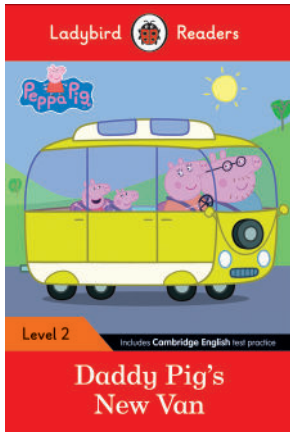


## Lesson Plan



Daddy Pig had a new van. Peppa and her family went on holiday in the van, but Daddy Pig could not find the right road!

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 322

Lexile measure: 390L

## Lesson objectives

### Vocabulary focus

Family: *daddy, grandad, mommy*

Van: *button, engine, oil, satnav*

General: *bed, finger, holiday, truck, road*

### Grammar focus

Question forms

### Reading skills

Making inferences

### Cross-curricular connections

Art (drawing a map)

Music (song)

Social studies (helping people)

### Resources

Reader

Flashcard download 1–10

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 the title. Ask: *Who are they?* If the children know, ask them what other Peppa Pig stories they know, and what they remember about her. Encourage the children to guess what the story is about. Ask:

*Where are the family going? Why are they happy? What is Daddy Pig driving?*

Establish that they are going on holiday in Daddy Pig's new van. Ask about holidays: *Do you like going on holiday? Where do you go?*

Ask the children to look at Reader pages 4–5. Point to each character and ask: *Who is this?* Make statements and ask the children to say if they are true or false, for example: *Daddy Pig is wearing a hat. Peppa's dress is yellow.*

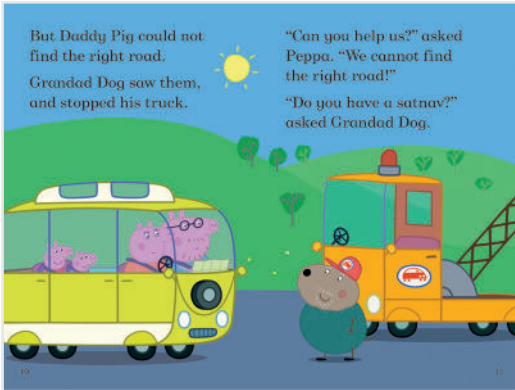
Encourage the children to point to items that go in the van and, if possible, guess their purpose.



**During reading**

Read out or play the story (Audio track 1). Ask the children to follow in their Reader. Every few pages, stop and ask questions to check their understanding. Use the pictures to create interest in the characters, for example:

pages 10–11: (point to Grandad Dog) *Who is this? What is he driving? Why did he stop?*



Help the children to make inferences about characters and things in the story. For example: *Does Grandad Dog like helping people? Does Daddy Pig know the roads?* Talk about the picture on page 22 and ask: *What can Peppa's family do in the new van?* Point out the stove and establish that they can cook there. Ask the children about other things that might be in the van, for example: *Is there a bath? Is there a toilet?*



**After reading**

Display the Flashcards of the characters one by one, but hide their names. Ask questions, for example, for Flashcard 3, ask: *Who is this? What did he have?* Elicit that this is Daddy Pig and he had a new van. Reveal the names of the items and help children to retell the part of the story where each item features.

The children can do the following activities to focus on question forms: 9, 10, 16.

To practice retelling the story, play the song (Audio track 4) on page 47. Divide the children into four groups and assign each group one of the characters *Peppa, Daddy Pig, Grandad Dog, or Mommy Sheep*. Ask the groups to stand up when they hear their character's name. When they hear the word *van*, all the groups should stand up.

**Differentiation**

**Extra support**

Before the children do the Reader activities, display these words: *car, oil, road, sun, tree*, and the names *Daddy Pig, George, Mommy Pig, Mommy Sheep, Peppa*. Help the children point to these items and characters on Reader pages 16–17.

**Extension**

Fast finishers should draw a map for Daddy Pig, showing the road from the family's home to their holiday location. They can label places along the way, for example, *river, farm, beach, village, shops*.