

## Lesson Plan



Peppa and her family went on a picnic in the forest. Peppa and George were hungry, but the picnic was in the car!

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 234

Lexile measure: 300L

## Lesson objectives

### Vocabulary focus

Prepositions: *in, near*

Animals: *ants, birds, ducks*

General: *car, family, food, footprints, forest, hungry, left, map, right, trees*

### Grammar focus

Prepositions

### Reading skills

Identifying details

### Cross-curricular connections

Music (song)

Science (animals, footprints)

### Resources

Reader

Flashcard download 1–8

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

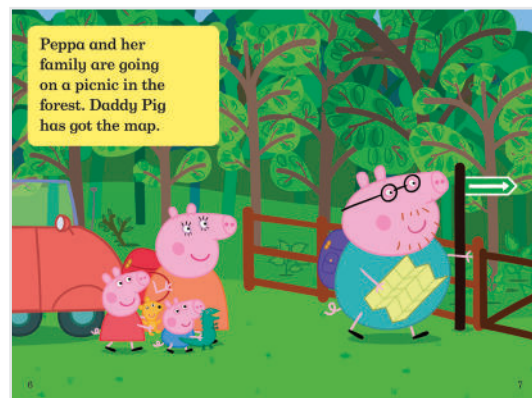
Show the children the cover of the Reader and ask: *Who can you see?* If the children don't know the characters, point to them and say: *This is Peppa. This is George.* Ask:

*What animals can you see? What are they doing?*

Read out the title of the story and establish that Peppa and George are going on a picnic. Check that the children understand the word *picnic*. Then ask: *What food do you like in your picnic?*

Ask the children to look at Reader pages 6–7. Ask questions, for example:

*Who is going on a picnic? Where are they going? Who has got the map?*



**During reading**

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. After every few pages, stop and ask questions to check the children’s understanding and to get them to identify details. For example:

*What did Peppa see near her feet? What made the footprints?*



Check that the children understand what happens in the end. Ask the children to look at Reader pages 26–27 and ask: *What took the family back to the car?*



Read out or play the recording of the story again. As before, stop after every few pages, and ask questions. This time the questions should encourage the children to use the prepositions *in* or *near*. For example:

*Where is the picnic? Where are the footprints?  
Where are the birds?*

**After reading**

Display Flashcards 1–8 one at a time. Ask questions to check what details the children can identify, for example:

*Is this Peppa or George? Who is this? What animals are these? What animal made these footprints? Where did they have the picnic?*

The children can do the following activities to focus on the details in the story: 3, 4, 5, 7, 12, 16.

To practice listening for details, divide the children into two groups and give one group Flashcard 6 and the other group Flashcard 8. Tell the children that you are going to play a song about the story.

Ask them to listen and stand up when they hear the word on their Flashcard. Play the song (Audio track 4) on page 47.

Repeat the activity, swapping the Flashcards. Play the song a few more times and encourage the children to join in with the song.

**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 look at Reader pages 28–29 and write down all the food that they can see in the picture. Encourage them to talk about their favorite food.