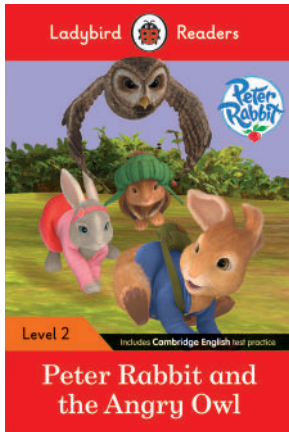


Lesson Plan



Old Brown was angry. Squirrel Nutkin took his glasses and lost them! Can Peter Rabbit and his friends help?

CEFR Level A1

YLE Movers

Text type: modern story

Word count: 298

Lexile measure: 290L

Lesson objectives

Vocabulary focus

Animals: *owl, rabbit, squirrel*

Environment: *berry trees, forest*

Verbs in the past simple: *called, dropped, flew, found, ran, said, took*

Prepositions: *after, behind, from, into, on, to*

General: *angry, berry stains, glasses, sky*

Grammar focus

Prepositions

Reading skills

Identifying characters and their motives

Cross-curricular connections

Art (making masks)

Social studies (helping friends)

Drama (acting out a dialogue)

Music (song)

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 cover of the Reader, but hide the title. Point to Peter Rabbit and ask: *Who is this?* If the children already know Peter Rabbit, ask them what they can remember about him.

Ask about the owl: *What kind of bird is this? What is he doing?* Reveal the title and explain that he is the angry owl. Ask the children to guess which character he is angry with.

Go over the picture words on Reader pages 4–5. Give clues about the characters and ask the children to guess who you are referring to. For example: *Who can fly?*

Help the children to differentiate between the characters: *Who has very long legs? Who has a blue jacket?* Ask: *Where do the animals live?* Point to the berry stains and ask: *What color are these?* It may be helpful to pre-teach *drop*, by dropping various objects from a height.



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 about the characters. For example, after pages 18–19:

Whose house is this? What is Squirrel Nutkin doing? Is Mrs. Tiggy-Winkle angry with him? Why?



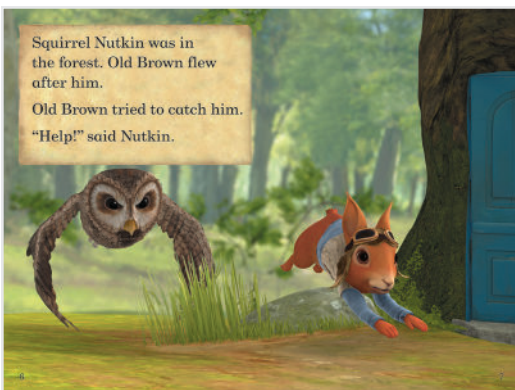
Go through the story again and focus on the characters' motives. Ask:

Why did Old Brown fly after Squirrel Nutkin? Why did Peter Rabbit go to the berry trees?

Make sure that the children understand what happens at the end of the story. Ask: *Where were Old Brown's glasses? Who found them?*

After reading

Display some verbs in the simple past, such as *flew*, *ran*, and *dropped*. Ask the children to find pictures that illustrate the verbs. For example, pages 6–7 can illustrate *flew* and *ran*.



Ask questions to elicit prepositions:

Where is this? (In the forest.) Where did Old Brown fly? (After Squirrel Nutkin.) Where did Squirrel Nutkin run? (To the house.)

The children can do the following activities to focus on identifying characters: 1, 6, 9, 14. They can do the following activities to focus on prepositions: 7, 10.

To reinforce what happens in the story, play the song (Audio track 4) on page 47 a couple of times, and ask the children to follow in their books and join in. Encourage them to mime the actions as they sing along.

Differentiation

Extra support

Before the children do the Reader activities, display the Flashcards and ask: *Who is this? What is this/are these?* Select pages in the Reader with a variety of characters and ask the children to label them.

Extension

Fast finishers can work in groups of four. Each child should choose one of the main characters – Peter Rabbit, Squirrel Nutkin, Old Brown and Lily – and make a mask. They can put on the masks and act out different parts of the story.