

Lesson Plan



Peter, Benjamin, and Lily started a club. They want to have fun! But Mr. Tod, Tommy Brock, and Old Brown wanted to catch the rabbits.

CEFR Level A1
YLE Movers
Text type: modern story
Word count: 344
Lexile measure: 420L

Lesson objectives

Vocabulary focus

Animals: *fox, owl, rabbit, worm*
Verbs in the past simple: *ate, called, got, had, heard, found, pulled, ran, said, took, went*
General: *club, garden, hole, hungry, lunch, noise, plan, string, wall, wheelbarrow*

Grammar focus

Past simple

Reading skills

Identifying main events

Cross-curricular connections

Art (stick puppets)
Music (song)
Science (animals)

Resources

Reader
Flashcard download 1–11
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: *What can you see?* If the children don't know the characters, point to them and say:

*This is Peter Rabbit. This is Lily.
This is Benjamin.*

Read out the title of the story, and ask if the children know what a club is. Then ask: *Are you in a club? What do you do in the club?* Ask the children to look at Reader pages 4–5, and introduce the characters and vocabulary.

During reading

Read out or play the recording of the text (Audio track 1). Ask the children to follow in their Reader. After pages 6–7, stop and ask questions in the past simple. For example:

What did Peter want to start? Who was in the club? What could they do in the club?



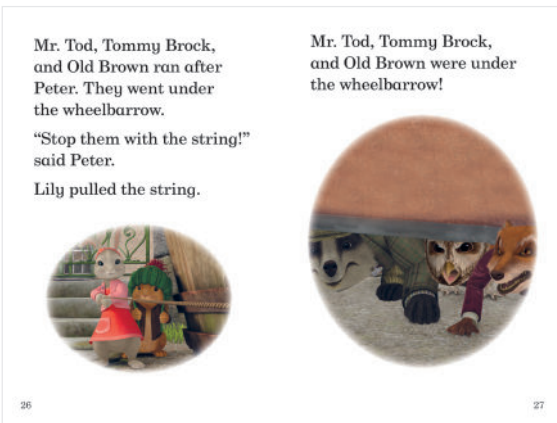
Continue the story. Every few pages, stop and ask questions in the past simple to check the children's understanding. Focus on events in the story. For example, ask:

Who was hungry? What did Mr. Tod, Old Brown, and Tommy Brock want to eat? Where did the rabbits go for lunch? What did they hear? Who was it?



Read or play the story again, and check that the children understand what happened in the end. After Reader pages 26–27, ask:

Where did Peter Rabbit go? Who ran after him? Where do they go? How did Lily stop them?



After reading

Ask the children what they can remember about the story, and encourage them to describe the main events. Let the children look through the Reader again, if necessary.

The children can do the following activities to focus on actions in the past simple: 4, 9, 10, 12, 13, 15.

Play the song (Audio track 4) on page 47 a couple of times, and encourage the children to follow in their books and join in, especially with the first and last verses.

Differentiation

Extra support

To help the children to recall the main events in the story, play a game. Describe an event in the story, but deliberately include a mistake. Ask the children to correct the mistakes. For example, after Reader pages 10–11, say: *The rabbits went to Peter's garden. The rabbits saw a noise.*



Extension

Fast finishers can make stick puppets of the characters. In groups, they can then use the puppets to act out the story as they read or tell it.