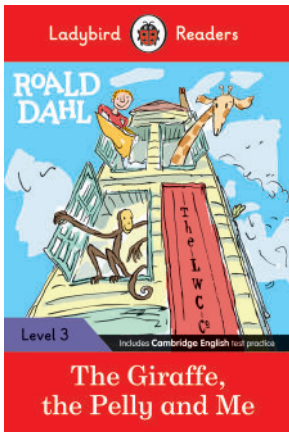


### Lesson Plan



One day, Billy meets the Giraffe, the Pelican, and the Monkey, who all wash windows to buy food. Can Billy help the animals?

CEFR Level A1+  
YLE Movers  
Text type: modern story  
Word count: 615  
Lexile measure: 500L

## Lesson objectives

### Vocabulary focus

Adjectives: *big, dark, dirty, expensive, fast, great, happy, high, hungry, long, new, old, safe, second, tall, third, top*

Animals: *giraffe, monkey, pelican (pelly)*

People: *burglar, Duke, police, window cleaner*

Verbs: *answer, carry, clean, fly, go, grow, have, help, hold, jump, open, see, sing, smile, stand, stop, take, think, watch, walk*

General: *beak, candy, head, jewels, ladder, store*

### Grammar focus

Present simple/past simple

### Reading skills

Making inferences

### Cross-curricular connections

Music (song)

Science (animals)

Social studies (helping others)

### Resources

Reader

Audio (UK/US) tracks 1, 4

Flashcard download 1–11

### Timing: 40–60 minutes

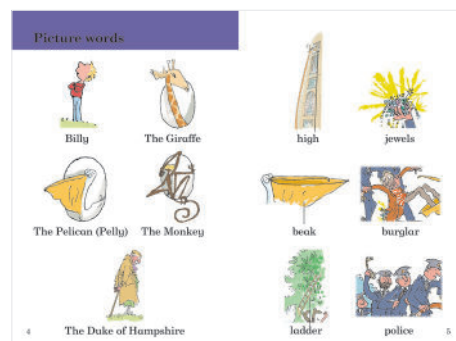
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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, but hide the title. Ask: *What can you see?* and elicit *a boy, two animals, and a bird*. Point to the boy and say: *This is Billy*. Reveal the title and read it out. Show the children each animal in turn and introduce them as the giraffe, the pelican and the monkey. Explain that *pelly* is a short form of pelican. Teach *beak* and explain that pelicans have very big beaks. Explain that Roald Dahl is the name of the writer of the story, and that he wrote a lot of stories for children. Show the children some pictures from the story. Ask if they think the story will be funny or sad, and elicit *funny*, because the pictures look very funny. Ask the children to look at Reader pages 4–5, and introduce the characters and other vocabulary.

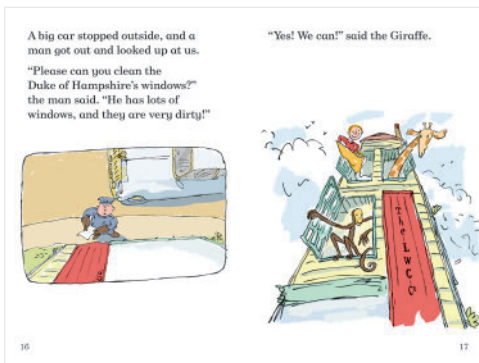


Ask: *Which pictures show people/animals/things?* Go over the different names and encourage the children to repeat them after you. Explain that the Duke of Hampshire is very rich, and make sure the children understand the meaning of *burglar*. Show them the jewels and ask if they can guess what the burglar is trying to do. Talk about the physical characteristics of the animals. Ask: *Which animal has a long neck/a big beak?* Explain that their characteristics will help the animals.



**During reading**

Read out or play the recording of the story (Audio track 1) and ask the children to follow in their Reader. Every few pages, stop and ask questions to check the children’s understanding of the main events. For example, after Reader pages 16–17, ask: *Who is this man? Who sent him? What does he ask the animals to do?* Check the children’s understanding of the end of the story, and ask: *How did the animals help the Duke? How did the Duke help the animals? How did he help Billy?*



Read out or play the recording of the story again. Stop at different pictures, but this time encourage the children to make inferences about places and characters. For example, stop at the picture of the Duke of Hampshire’s house on Reader pages 18–19. Ask questions, for example: *Who lives here? Is he rich or poor?* Ask the children: *How do the animals feel? Are they surprised? Why?* Help the children to infer the animals are surprised and happy because the house has a lot of windows to clean.

**After reading**

Divide the class into two teams and organize a competition based on verb tenses. Display a verb from the story in the present simple, for example: *help*. Ask a child from Team A to tell you the past simple of the verb. Continue with some other verbs in the present simple, then display a verb in the past simple, for example, *flew*, and ask the children to tell you the simple present. Award points for correct answers. To make the game more challenging, mix up the verbs, and ask the children to identify whether they are in the past or present form.

Talk more about the characters and events in the story. Ask: *Do you like this story? Why?/ Why not? Who is your favorite character? What does he do in the story?* Show them the Duke’s house. Ask: *Would you like to live here? Why?/ Why not?*

The children can do the following activities to focus on characters and verb tenses: 1, 6, 7, 8, 12, 13, 14, 16.

Play the song (Audio track 4) on page 63. Encourage the children to listen and join in, and mime some actions, for example, cleaning windows. Divide the class in two, with each group singing a verse. All the children should sing the chorus.

## Differentiation

### Extra support

Before the children do the Reader activities, go over Flashcards 1–11 again. Choose some Reader pages with a number of characters and items. Help the children to label them, for example, Reader pages 34–35 (*pelican, beak, police, burglar, jewels*).



### Extension

Fast finishers can work in pairs and play a game of Hangman, based either on the characters and other vocabulary from the story, or the present/past simple of verbs.