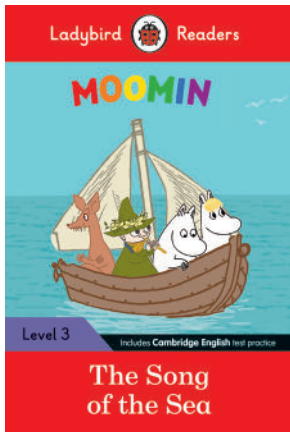


Lesson Plan



Moomin wants to find a shell that has the song of the sea inside it, so he and his friends go to Lonely Island. What will they find there?

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

## Lesson objectives

### Vocabulary focus

Adjectives: *afraid, beautiful, cold, dark, excited, frightened, good, happy, hot, lonely, loud, nice, pretty, safe, small, sunny, terrible, tired, wet, windy*

Adverbs: *angrily, quickly, quietly, sadly*

Verbs in the past simple: *came, fell, found, gave, had, heard, helped, left, looked, made, opened, put, ran, said, saw, swam, took, wanted, was, went, were, worked*

Weather: *lightning, rain, storm, wind*

General: *boat, box, floor, idea, island, noise, person, seahorse, shell, shoe, song*

### Grammar focus

Past simple

Adjectives and adverbs

### Reading skills

Retelling a story

### Cross-curricular connections

Art (draw a picture)

Music (song)

Science (lightning)

### Resources

Reader

Audio (UK/US) tracks 1, 4

Flashcard download 1–15

### 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

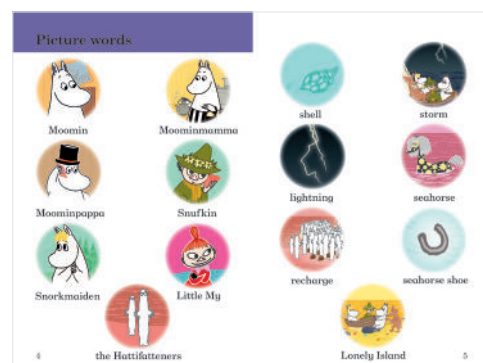
### Before reading

Show the children the cover of the Reader. Ask: *Who can you see?* If the children don't know the characters, introduce them one at a time: *This is Moomin/Snorkmaiden/Snufkin/Sniff.* Establish that they are friends. Ask: *Where are they?* and elicit or establish that they are in a small boat. Read out the title and ask: *Where is the boat, do you think?* and elicit it is on the sea.

Ask questions such as: *Do you like the sea?*

*Why/why not? What do you do at the sea?*

*Have you ever been on a boat?*



Ask the children to look at Reader pages 4–5, and introduce the characters and other vocabulary. Go over the different characters, and help the children to say the names, as they are likely to find them challenging. Have fun saying the names quickly and slowly. Make statements and ask the children to tell you if they are true or false, for example: *Little My has a blue dress. The shell is in the sky.* Award points for correct answers.

## 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 the children to tell you what happened, using the past simple and their own words if possible rather than just reading the text. Use the pictures to prompt them. For example, for Reader pages 26–27, ask: *What animals did Moomin see in the water? How many were there? What did they do?*



Read out or play the recording of the story again, this time asking questions to elicit adjectives. For example, after Reader pages 38–39, ask: *How did Moomin and his friends feel?* and elicit *cold, wet and frightened.*



## After reading

Call out an adjective from the story, such as *angry/quick/quiet/sad*, and ask the children to tell you the adjective's corresponding adverb. Focus on some more adjectives from the story, for example *happy, loud, safe, terrible*. Ask the children to give you the corresponding adverb. Award points for correct answers and spellings. The children can do the following activities to focus on the main events in the story, and practice using the past simple and adjectives: 3, 4, 5, 8, 9, 11, 12, 15.

Play the song (Audio track 4) on page 63. Encourage the children to listen and join in. Divide the class into four groups and give each group a Flashcard for Moomin, Moominpappa, Moominmamma and Snorkmaiden. When they hear the name on their Flashcard, they should hold it up.

## Differentiation

### Extra support

Before the children do the Reader activities, go over Flashcards 1–15 again. Select some Reader pages which show a number of characters and items, and help the children to label them, for example, Reader pages 42–43.

### Extension

Fast finishers can work in pairs and write down as many adjectives and adverbs as they can find in the story. Alternatively, they can draw a picture of Lonely Island and label it with items from the story, for example *sea, seahorse, shell.*