



Taken from her parents by a witch, poor Rapunzel lives alone in a tower. Until, one day, a prince rides by . . .

CEFR Level A1+
 YLE Movers
 Text type: traditional tale
 Word count: 512
 Lexile measure: 490L

Lesson objectives

Vocabulary focus

People: *parents, prince, witch*
 Verbs in the past simple: *called, came, climbed, could, cried, cut, fell, got, grew, had, heard, hurt, left, lived, married, put, said, saw, started, stopped, talked, threw, told, took, traveled, waited, walked, wanted, was/were, went*
 General: *lettuce, palace, tear, thorn, tower*

Grammar focus

Past simple

Reading skills

Identifying the sequence of events

Cross-curricular connections

Music (song)
 Social studies (good and bad behavior)

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.

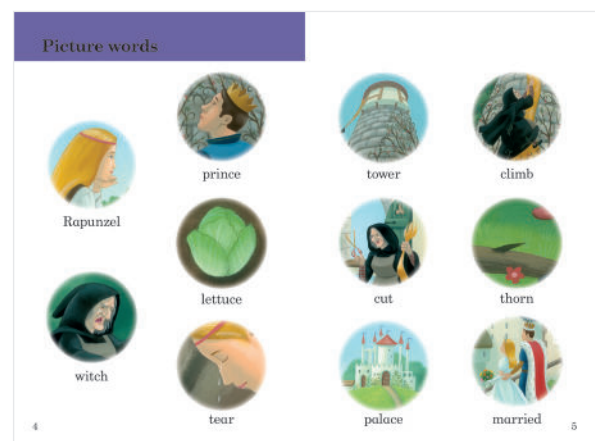
Lesson plan

Before reading

Show the children the cover of the Reader, but hide the title. Point to the picture and ask:

What can you see? Where is the girl? Do you know who she is? Why is her hair very long, do you think?

Reveal the title and explain that the girl is Rapunzel. Find out if the children already know the story and, if so, what they can remember about it.

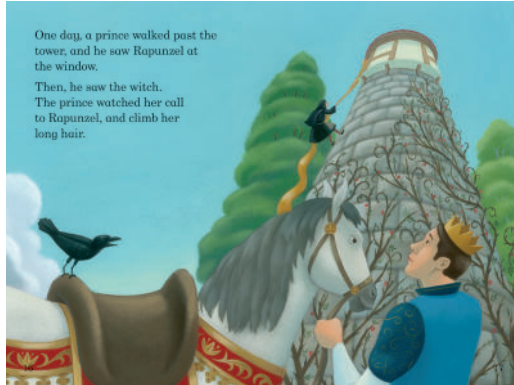


During reading

Read out the story or play the recording of the story (Audio track 1). Ask the children to follow in their Reader. After every few pages, stop and ask questions to check the children's understanding.

Focus on events in the story, for example:

What did the man and his wife take from the witch's garden? What did the witch do? Where did the witch put Rapunzel? How did the witch come to see Rapunzel? What did the prince do?



Read out the story or play the recording again. This time, stop after each event and ask the children to describe what just happened.

Encourage them to use as many actions in the past simple as possible. For example:

Pages 14–15: *Rapunzel threw her hair to the witch. The witch climbed it.*

Pages 16–17: *The prince saw Rapunzel in the tower. Then, he saw the witch.*

Pages 20–21: *They talked for many hours.*

Pages 24–25: *The witch was angry. She cut off Rapunzel's hair.*



Use the Flashcards as prompts to help the children work out the correct order.

Encourage the children to reflect on the behavior in the story. Describe an event and ask the children if the character's behavior was good or bad, for example:

The man and his wife took the lettuce. (bad)

The prince wanted to help Rapunzel. (good)

Then ask the children to give more examples.

The children can do the following activities to focus on the plot:

2, 3, 4, 6, 10, 13, 15.

To finish the lesson, play the song (Audio track 4) on page 63 and ask the children to listen and follow in their book. Encourage them to join in with the last two lines of each verse.

Differentiation

Extra support

Do Reader Activity 15 out loud with all the children, before asking them to write the answers down.

Extension

Fast finishers can make masks of Rapunzel, the witch and the prince.

In groups of three, they choose a scene to act out. Give children time to practice the scene. They can act the scene out in front of the class, wearing their masks.

After reading

Display sentences about the main events in the story, but in the wrong order. Ask the children to tell the story in the correct order. Say: *Let's tell the story. First..., Then..., In the end...*