

## Lesson Plan



Alice felt very, very tired. She followed the White Rabbit down a rabbit hole, and met a caterpillar, and the Queen of Hearts!

CEFR Level A2

YLE Flyers

Text type: traditional tale

Word count: 792

Lexile measure: 410L

## Lesson objectives

### Vocabulary focus

Animals: *cat, caterpillar, pig, rabbit*

Adjectives: *big, hot, late, little, red, small, strange, tired, white*

Conjunctions: *and, but, next, then, until, when, while*

General: *croquet, hole, mushroom, playing cards, pocket, tarts, tear (n), trial*

### Grammar focus

Conjunctions

### Reading skills

Retelling a story

### Cross-curricular connections

Art (making masks)

Drama (acting out a dialogue)

Music (song)

### Resources

Reader

Flashcard download 1–15

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

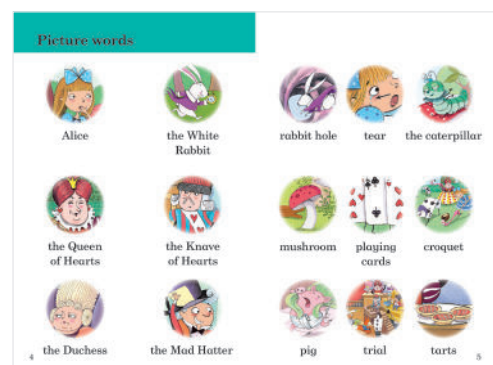
Show the children the cover of the Reader, but hide the title. Point to the girl and ask: *Where is this girl? What is she doing?*

Display some adjectives, such as *funny, strange, beautiful, happy, and worried*. Elicit the adjectives that the children think apply to the girl.

Reveal the title and introduce the girl as Alice. Explain that she is in 'Wonderland', a place where many strange things happen. Establish whether the children know the story *Alice in Wonderland* and if so, what they remember about it.

Ask the children to look at Reader pages 4–5. Ask: *Which pictures are of animals? Which one shows a game?* Go over the pronunciation of the characters' names, and explain the concept of a trial.

Display a picture of a caterpillar and write the word *CATERPILLAR* in large letters underneath. Encourage teams or individuals to make as many words as they can from the letters, for example: *at, ate, cat, car, ear, eat, ill, plate, and rat*.



**During reading**

Read out or play the recording of the story (Audio track 1). Ask the children to follow in their Reader. After every couple of pages, stop and ask the children to retell that part of the story. Encourage them to use their own words and not just read the text.

Prompt them with questions. For example, for Reader pages 8–9, ask:

*Who did Alice follow? Where did he go?  
What happened next?*



Read out or play the story again. Display the conjunctions *and*, *but*, *next*, *then*, *until*, *when*, and *while*. Ask the children to raise their hands each time they hear one.

**After reading**

Hold up a Flashcard. Ask the children to find a part of the story which relates to that Flashcard, and briefly retell it. If they can retell it correctly, they get a point. For example, for Flashcard 1, they can say: *Alice fell down a rabbit hole*. If they can include a conjunction, they get an extra point, for example: *Next, she saw a little door*.

Divide the class into groups of four and give each child a number from one to four. Display the Flashcards. Call out a number and a Flashcard, for example: *Number Three – the White Rabbit*. All the children who are Number Three run and touch the Flashcard and shout *White Rabbit!* The child who touches it first takes it back to their group.

The children can do the following activities to focus on retelling the story: 2, 3, 6, 7, 8, 9.

To reinforce what happens in the story, play the song (Audio track 4) on page 63 a couple of times. Ask the children to follow in their Reader 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. Help the children to sort the words into two groups: one group for the characters and the other for the story vocabulary. Help them to arrange each group of words in the order in which the characters and items appear in the story.

**Extension**

Fast finishers can work in pairs and practice either the scene between Alice and the caterpillar on Reader pages 20–22, or Alice and the Queen of Hearts on Reader pages 42–43. They can make masks of the characters and act out the dialogue.

