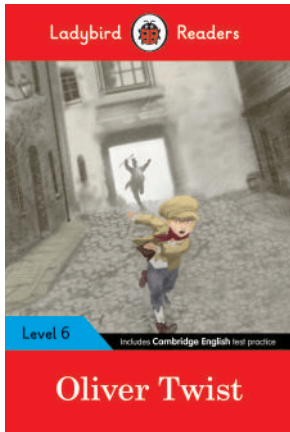


Lesson Plan



Oliver escapes the workhouse and goes to London. What happens when the Artful Dodger takes Oliver to meet Fagin and his gang?

CEFR Level A2+

YLE Flyers

Text type: traditional tales

Word count: 1992

Lexile measure: 600L

Lesson objectives

Vocabulary focus

People: *foster father/mother, gang, master, servant*

Places: *countryside, court, London Bridge, police station, public house, West Indies, workhouse*

Verbs: *arrest, disappear, divorce, escape, give birth, rest, rob, search, steal, trust*

Adjectives: *alone, furious, grateful, honest, suspicious, terrible*

General: *carriage, choice, handkerchief, miles, porridge, shock, will (n)*

Grammar focus

Simple past

Reading skills

Understanding character motivation

Cross-curricular connections

Art (design a notice)

Geography (London, West Indies)

History (the Victorian era)

Social Studies (poverty and crime in the Victorian era)

Resources

Reader

Audio download (UK/US) tracks 1–13

Flashcard download 1–9

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. Point to the picture and ask:

What is happening? Why do you think the man is chasing the boy? How does the boy feel?

Introduce the boy as Oliver Twist. Ask:

Do you think this story takes place in the past or present?

Explain that this story is by a very famous writer, Charles Dickens (1812–1870). Dickens was very concerned about the social conditions of his time, and the hard lives and lack of help for poor people, particularly children. The orphan Oliver Twist is one of his most famous child creations.

Read out or play the recordings of the Contents and Character pages (Audio track 1) and ask the children to follow in their Reader.

Ask questions about the Contents page (Reader page 4), for example: *Which chapters are about places? Which are about people?*

Show the children the Character page (Reader page 5) and ask them to point to the characters named in the chapter headings. Describe a picture and ask the children to point to the appropriate character: *Which picture shows a lady in a green dress? Which shows a man with a red beard?*

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Read out or play the recording of Chapters 7–11 (Audio tracks 8–12). Show the children the pictures and encourage them to focus on the characters and their motivation. For example, for the picture on page 39, ask:

Why did Nancy go to London Bridge? Who did she meet there? Why did she want to meet them?



During reading

Read out or play the recording of Chapters 1–6 (Audio tracks 2–7) and ask the children to follow in their Reader. After each chapter, stop and ask the children about what the characters did and their motivation, using the past simple tense. Show them the pictures and encourage them to make up dialogue between the characters. For example, for the picture on Reader page 15, ask: *What do you think the Dodger is saying to Fagin? What is Fagin saying to Oliver? Elicit, for example:*

Dodger: I found this boy in the street. He was alone, and very cold and hungry.

Fagin: I see. Welcome, my boy. Would you like something to eat?



After reading

Hold up a Flashcard of one of the characters. Ask the children to find a part of the story which relates to that character, and briefly retell it in the past simple, using their own words as much as possible. If they can retell it correctly, they get a point. For example, for Fagin, they can say: *He was an old man with a red beard. He lived in London and had a gang. The more information they can add, the more points they get: He sent Nancy to find Oliver. Later, the police arrested him.*

Divide the children into teams and play a game of *Guess the character*. Teams take it in turns to choose a character and describe him or her to the other team. For example: *I had no mother. I was in the workhouse. I ran away to London and met a boy called the Artful Dodger.* (Oliver). Award points for correct answers.

The children can do the following activities to focus on the simple past tense:

- Reader activities: 5, 10, 12, 14, 19, 20.

Discuss *Oliver Twist* with the children. Ask: *Why do you think Dickens wrote Oliver Twist? Who is your favorite character in the story?*

Differentiation

Extra support

Before the children do the Reader activities, hold up Flashcards 1–9 one by one and ask: *Who is this person? What do they do in the story?* Help them to categorize the Flashcards into ‘good’ characters and ‘bad’ characters. Ask them to help you arrange them in the order in which they appear in the story.

Extension

Fast-finishers can design the notice that Mr Brownlow put in the newspapers when Oliver disappeared. They should put a heading at the top: *Have You Seen This Boy?* They can draw a picture of Oliver and write a description of his appearance, for example: *Brown hair, blue eyes* and the clothes he was wearing. They should mention that a reward will be given for any information.