

Lesson Plan



Peppa, George, Mommy Pig, and Daddy Pig are at the fair. “We love fairs!” says Peppa. But Daddy Pig does not like the fair.

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 204

Lexile measure: 490L

Lesson objectives

Vocabulary focus

The fair: *arrow, big wheel, bow, duck, fair, panda, slide, stall*

Verbs in the present simple: *ask, get, give, go, like, love, say*

General: *big, friends, well done*

Grammar focus

Present simple

Reading skills

Identifying characters' opinions

Cross-curricular connections

Art (picture of a fair)

Music (song)

Resources

Reader

Activity Book

Flashcard download 1–12

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 and ask: *What can you see?* If the children don't know the character, point and say: *This is Peppa*. Ask: *Where is she?* Establish that she is at the fair. Then read out the title.

Ask: *What can you find at the fair?* to elicit what the children already know. Then ask: *Do you like fairs?*

Ask the children to look at Reader pages 4–5 and introduce the characters and vocabulary. Describe a character or thing and ask the children to say who or what it is. For example:

She has got a bow and arrow. He is big. She is small. It's black and white. It's yellow and small. It is blue, red, and white. It is very big. The pandas and ducks are here.



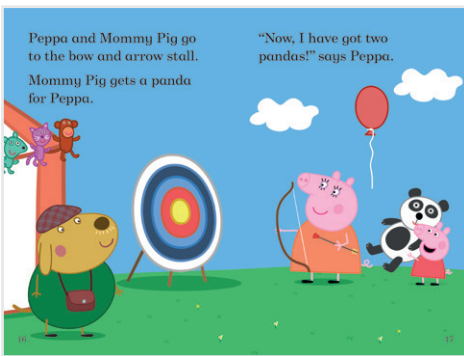
During reading

Read out the story or play the recording (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. Ask them to answer in full sentences, so they can practice the present simple. For example:

Pages 8–9: *Where do Mommy Pig and Peppa go? Does Peppa like the panda?*

Pages 14–15: *Does George like the slide? And Daddy Pig?*

Pages 16–17: *What do Peppa and Mommy Pig do at the bow and arrow stall?*



Read out the story or play the recording again, and focus on the characters’ opinions. When the story tells us about a character’s opinion, stop and ask questions, and encourage the children to imagine what the character says even if it’s not given in the story. For example:

Pages 8–9: *Does Peppa like the panda? What does she say? (I love that panda.)*

Page 12–13: *Does George like going on the slide? What does he say, do you think?*

Pages 14–15: *Does Daddy Pig like going on the slide? What does he say?*



After reading

Display the Flashcards of Peppa and the panda. Ask the children what Peppa says. (*I love that panda.*)

Repeat the activity with the Flashcards of George and the stall, Daddy Pig and the slide, and Mommy Pig and the big wheel. Encourage the children to use *I love..., I like..., I don’t like...*

Then ask the children to answer the question for themselves. They could do this in pairs or small groups.

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

- Reader activities: 9, 10, 12, 13
- Activity Book activities: 5, 9

To finish off the lesson, play the song (Audio track 4) on Activity Book page 16 and ask the children to listen and follow in their books.

Encourage them to listen for *Well done!* and to join in and clap when they hear it. Play the song a few more times and encourage the children to join in.

Differentiation

Extra support

Make the Flashcards available to the children, so that they can refer to the names of the main characters and words for some of the key vocabulary items when doing the Reader and Activity Book activities.

Extension

In the **After reading** activity, encourage the children to give reasons for their answers. In pairs, fast-finishers can do Reader activity 18. They write their answers and illustrate them with a picture of a fair. These can then be displayed on the wall.