

## Lesson Plan



Peppa and her family have lots of fun with old things.  
But then Miss Rabbit gets Daddy Pig's car!

CEFR Level Pre-A1

YLE Starters

Text type: modern story

Word count: 158

Lexile measure: 470L

## Lesson objectives

### Vocabulary focus

Rubbish and recycling: *bottles, box, cans, car, newspapers, rubbish, thing, truck*

Adjectives: *blue, green, gray, new, old, red, yellow*

### Grammar focus

Adjectives

### Reading skills

Identifying details in a story

### Cross-curricular connections

Music (song)

Science (recycling)

### Resources

Reader

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: *Who can you see?* If the children don't know the characters, point to them and say: *This is Peppa. This is George.*

Ask the children to look at Reader pages 4–5. Introduce the characters and vocabulary.

Establish that there are newspapers and bottles in the boxes. Ask questions, for example:

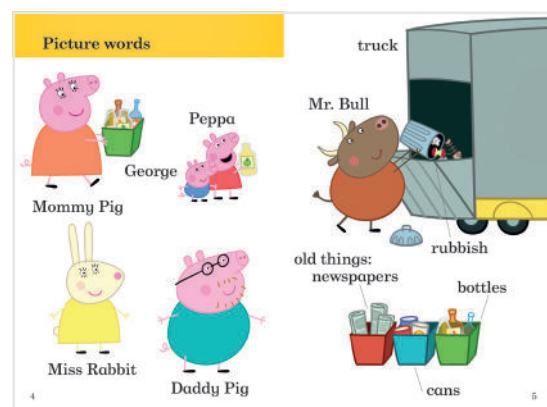
*How many newspapers are there? And how many bottles?*

Then describe the pictures and ask the children to say what or who you are referring to. Ask questions, for example:

*She has got a green box. She is wearing a yellow dress. She has got a yellow bottle.*

*He is putting rubbish in the gray truck.*

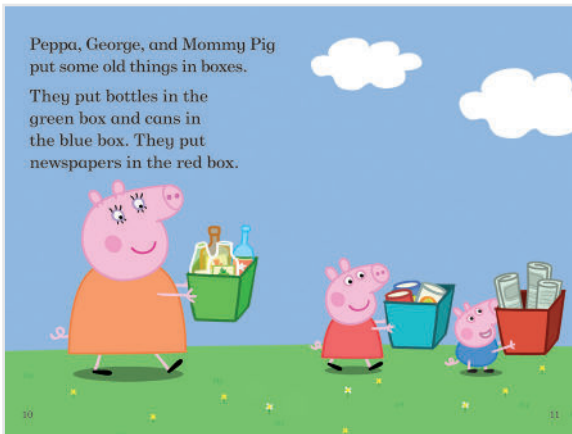
*They are in the blue/red/green box.*



**During reading**

Read out or play the story (Audio track 1) and ask the children to follow along in their Reader. After every few pages, stop and ask questions to check the children’s understanding and to get them to identify details, for example:

*What is Mr. Bull coming for? Where does he put the rubbish? Where do Peppa, George and Mommy Pig put the bottles/cans/newspapers? How many bottles/cans/newspapers are there?*



Check that the children understand what happens at the end of the story. Ask the children to look at Reader pages 24–25 and ask:

*Is the red car a new thing or an old thing? What does Daddy Pig say?*



Make sure that the children understand the concept of recycling old things to make new things. Ask questions, for example:

*What can people make from old bottles? And from old newspapers? And from old cans?*

**After reading**

Display Flashcards 1–12 one at a time (you can cover the words with your hands). Ask questions to check what details the children can identify, for example:

*Is this Peppa or George? Who is this? What is in the blue/red/green box? How many bottles/cans/newspapers are there?*

The children can do the following activities to focus on the details in the story: 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 17.

To practice identifying details, play the song (Audio track 4). Ask the children to listen and follow in their book. Then ask questions from the song and encourage the children to answer. For example:

*What’s in the blue box? Lots of old cans.  
What’s in the green box? Lots of old bottles.  
What has Miss Rabbit got? She’s got some old cars.*

Play the song a few more times and encourage the children to join in.

**Differentiation**

**Extra support**

Display the Flashcards, so that the children can refer to key vocabulary and the names of the main characters when doing the Reader and Activity Book activities.

**Extension**

In pairs, fast finishers can ask and answer “What color?” questions about the pictures in the story. For example, on page 7 children could ask “What color is the house?” and answer “The house is yellow.”