

Lesson Plan



Mr. Tod wanted to eat Peter Rabbit, Lily, and Benjamin. They needed Squirrel Nutkin's help!

CEFR Level A1
 YLE Movers
 Text type: modern story
 Word count: 282
 Lexile measure: 300L

Lesson objectives

Vocabulary focus

Animals: *fox, owl, rabbit, squirrel*
 Verbs: *catch, climb, cross, go, jump, make*
 General: *bridge, safe place, treehouse*

Grammar focus

can/cannot

Reading skills

Identifying the characters

Cross-curricular connections

Art (picture of a treehouse)
 Music (song)
 Science (animals)

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

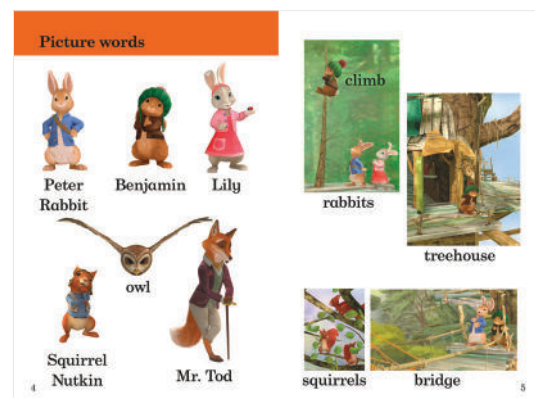
Show the children the cover of the Reader and ask: *What can you see?* If the children don't know the characters, point to them and say: *This is Peter Rabbit. This is Lily. This is Benjamin.*

Read out the title of the story and use Flashcard 8 to show the children what a treehouse is.

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

Is Lily a rabbit or a squirrel? What animal is Mr. Tod? What is Benjamin?

If the children don't know, explain that Mr. Tod is a fox. To find out what the children already know, ask: *What do rabbits/squirrels/owls do?*



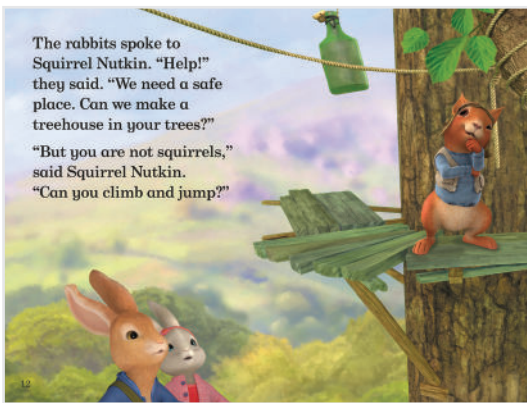
During reading

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

What did Peter hear? What did Mr. Tod want to do? What did the rabbits do? What did they have to find?

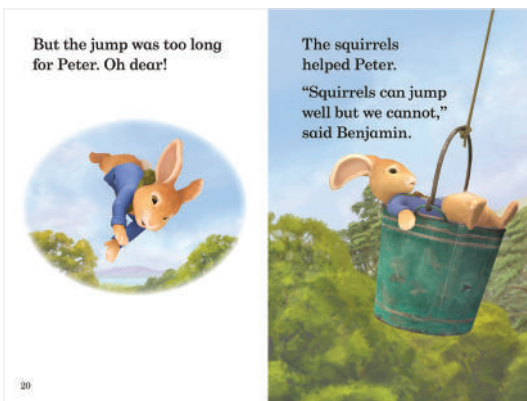
Make sure the children understand why the rabbits needed a safe place. Discuss why a treehouse was a good idea. Ask:

*Why did the rabbits need a safe place?
Why did they want to make a treehouse?*



Read out or play the recording of the story again. This time, ask questions to focus on what the characters can and cannot do. For example:

Can the rabbits run? Can Benjamin climb the Little Tree? Can Lily cross the Horrible Bridge? Can Peter jump to the Big Treehouse? Can rabbits jump/climb well?



After reading

Ask questions to check what the children can remember and to elicit the characters' names:

*Who wanted to cook the rabbits for his dinner?
Who climbed the Little Tree? Who crossed the Horrible Bridge?*

Ask the children to think of things that the characters can and cannot do. Write the examples in two lists. Give a few examples to get them started:

*The squirrels can jump well. The owl can fly.
Peter cannot jump well. Mr. Tod cannot climb well.*

The children can do the following activities to focus on the characters in the story: 1, 2, 4, 6, 8.

To practice the names of the characters, divide the children into groups and give each group one of the Flashcards for Peter Rabbit, Benjamin, Lily, Squirrel Nutkin and the owl.

Tell the children that you are going to play a song about the story. Ask them to listen and hold up the Flashcard when they hear their character's name.

Play the song (Audio track 4) on page 47. Repeat the activity a few times, and move the Flashcards around the groups, so that the children listen for a different character.

Differentiation

Extra support

Display the Flashcards for the characters in the story, so that the children can refer to them when doing the Reader activities.

Extension

In pairs, fast finishers can do Reader activities 12 and 13. They can present their treehouse drawings to other children.