Hansel and Gretel

Lesson Plan

Hansel and Gretel couldn't get home. They found a witch's house made of candies and cake, but the witch wanted to eat Hansel and Gretel!

CEFR Level A1+
YLE Movers
Text type: traditional tale
Word count: 523
Lexile measure: 470L

Lesson objectives

Vocabulary focus
People: *aunt, father, witch*
Adjectives: *angry, fat, happy, hungry, little, poor*
Witch's house: *cage, cake, candies, fire, oven*
Verbs in the past simple: *closed, cut, found, gave, heard, left, lived, looked, opened, pushed, put, showed, used, waited, walked, wanted*
General: *bird, bread, forest, path, stone, wood*

Grammar focus
Modals: *could/couldn't*

Reading skills
Identifying character motivation

Cross-curricular connections
Art (make masks)
Music (song)
Social studies (good and bad behavior)

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.
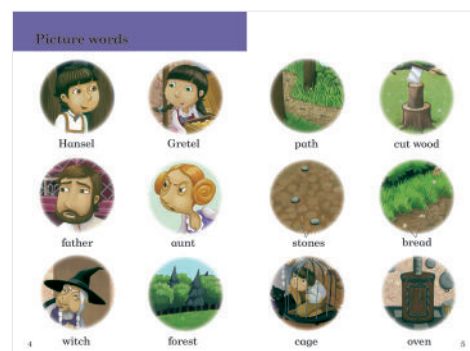
Lesson plan

Before reading
Show the children the cover of the Reader. Read out the title, and introduce the boy as Hansel and the girl as his sister, Gretel. Ask: *Where are Hansel and Gretel?* and establish that they are in a forest.

Now ask: *What other things can you see?* and elicit *A little house*. Ask questions about the house, for example:

> *Do you like this house? What color is it? What is it made of? Do you think Hansel and Gretel live there?*
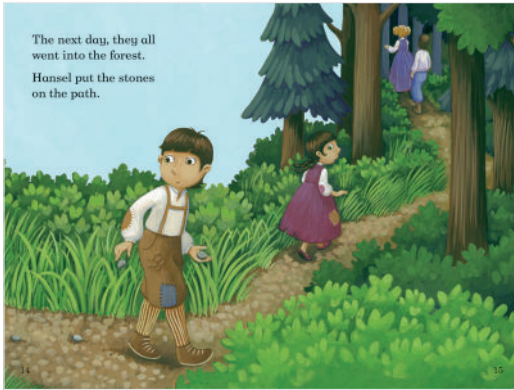
Ask the children to look at pages 4–5 of the Reader. Show them the pictures, and ask: *Which pictures are of people/places/things?*

Divide the class into two teams, then get the teams to take turns asking each other questions about the pictures, such as: *Who is wearing a hat? Which picture shows trees?* Give points for correct answers.

Picture words: Hansel, Gretel, path, cut wood, father, aunt, stones, bread, witch, forest, cage, oven

Ladybird Readers

During reading

Read out or play the recording of the story (Audio track 1). Ask the children to follow in their Reader. Every few pages, stop and ask questions to encourage the children to focus on the characters and their behavior. For example, after Reader pages 14–15, ask: *Why did Hansel put the stones on the path?*

The next day, they all went into the forest.
Hansel put the stones on the path.

Read out or play the story again. Every few pages, stop to ask questions to practice *could* and *couldn't*. For example, after Reader pages 30–31, ask: *Could Hansel get out of the cage?* and elicit *No, he couldn't.*

Wherever possible, ask the children to predict what might happen next. For example, ask: *Could Gretel help Hansel? How could she help him?* Encourage the children to answer with complete sentences.

A witch lived in the house made of candies and cake. She wanted to eat Hansel and Gretel.

She put Hansel in a cage, and gave him lots of food.

After reading

Ask questions to encourage the children to think more deeply about the characters' motivations. For example, ask:

Who was bad in the story? Who was clever? Why did the witch give Hansel lots of food?

Why did Gretel say, "I can't see the fire"?

Tell the children to choose a character from the story. They should not tell anyone which character they have chosen. Ask them to say one thing about their character, so that the other children can guess who they are. For example, if they are the witch, they might say: *I like to eat little children.*

The children can do the following activities to focus on characters and their actions: 1, 5, 6, 7, 14, 16.

Play the song (Audio track 4) on page 63. Divide the children into four groups, then give each group one of the following Flashcards: *stones, bread, house, fire.* Ask the groups to listen to the song and stand up when they hear their item. Repeat the activity a few times, giving the groups a different word card each time.

Differentiation

Extra support

Place Flashcards 1–12 on a table. Ask the children to arrange the words in the order in which they appear in the story.

Extension

Fast finishers can make masks of the witch, Hansel, and Gretel. Ask them to put on their masks, then choose a scene from the book to act out.