

Lesson Plan



It was the holidays! Peppa and her family wanted to go to the park, but their car stopped. What did they do? They flew in a plane!

CEFR Level A1  
 YLE Movers  
 Text type: modern story  
 Word count: 346  
 Lexile measure: 440L

## Lesson objectives

### Vocabulary focus

Places: *desert, jungle, mountain, park, South Pole*

Animals: *dog, elephant, lizard, pig, pony, sheep, wolf*

Verbs: *be, can, drive, fly, get, go, hear, jump, look, love, need, run, say, see, smile, start, stop, want, worry*

General: *car, family, friend, fun, great, happy, help, holiday, quiet, muddy, nice, place, plane, puddle, sky, snow*

### Grammar focus

The past simple tense

### Reading skills

Identifying characters and places

Identifying onomatopoeic words

### Cross-curricular connections

Art (picture of a favorite holiday)

Music (song)

### Resources

Reader

Activity Book

Audio

Flashcard download 1–17

### 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.

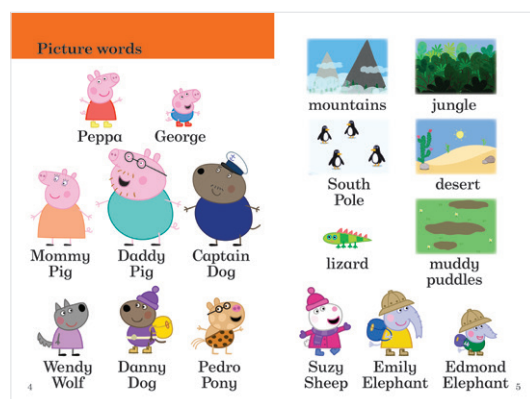
## Lesson plan

### Before reading

Hide most of the front cover of the Reader, but show the children a small part of the plane and ask: *What is this?* Gradually reveal more of the plane until one of the children recognizes it. Then, ask: *Who is in the plane?* Encourage the children to guess. Then, show the children the whole cover. If the children don’t know the characters, point to them and say:

*This is Peppa / George / Mommy Pig / Daddy Pig. They are on holiday. Where are they going, do you think? Where do you go on holiday?*

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



Organise the children into groups and play a game to practice identifying the characters. Describe the characters in turn and ask the children to guess the character. For example:

*He is an elephant. He is small.*

**During reading**

Read out or play the Audio recording of the story and ask the children to follow in their Reader. After every few pages, stop and ask questions to check the children’s understanding. Focus on the characters and places, for example:

Pages 6–7: *Who wants to jump in muddy puddles?*

Pages 8–9: *Where is Pedro Pony’s holiday?*



Read out or play the recording of the story again, and encourage the children to look out for and join in with the onomatopoeic words, for example, *Bang! Clank! Bonk!* on page 11, *Whoosh!* on page 27, and all the words at the bottom of page 29. Make sure that the children understand that these words create the sounds they are describing, and have some fun getting the children to exaggerate them.



**After reading**

Let the children look back at the story and ask questions in the past simple tense about what happened, for example:

*Where did Emily and Edmond Elephant go? Who was in the jungle / mountains / desert? Where was the lizard? Did Peppa Pig go to the park in a car or a plane? What did Peppa and her family do in the park?*

Encourage the children to use the past simple tense in their replies.

The children can do the following activities to focus on the characters and places in the story:

- Reader activities: 1, 2, 3, 4, 5, 9, 12, 14
- Activity Book activities: 1, 2, 3, 5, 6, 8, 11, 12, 13, 14

To practice listening for details, divide the children into groups and give each group a Flashcard of a place in the song, for example, *park, jungle, desert, mountains.*

Tell the children that you are going to play the song and ask them to listen and stand up when they hear the word on their Flashcard. Play the song Audio on Activity Book page 16. Repeat the activity, swapping the Flashcards. 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 the names of the characters and words for some of the places when doing the Reader and Activity Book activities.

**Extension**

In pairs, fast-finishers complete Reader activity 6. Then, they can draw a picture of their favorite holiday and write about it.