

LESSON PLAN 1

Alice's Adventures in Wonderland



Introductory lesson

In this introductory lesson to *Alice's Adventures in Wonderland*, students will use all four skills. They will work individually and with partners.

Activity 1: 5–7 minutes (including discussion)

Activity 2: 5 minutes

Activity 3: 5–7 minutes

Activity 4: 8–10 minutes

Activity 5: Reading = 5 minutes, Quiz = 10 minutes

Activity 6: 15 minutes

Activity 7: 5 minutes

Teacher's notes

Activity 1: listening

Objectives:

- ▶ to review adjectives of character
- ▶ to create interest in the story
- ▶ to prepare for the short listening exercise in activity 2

Hand out or show in front of the class, the character mosaic of the Caterpillar, the Cheshire Cat, the March Hare, the White Rabbit, the Queen of Hearts and the Mad Hatter. They are included in the Student's copy.

Working with a partner, students decide what kind of animal / person each character is and choose at least two character adjectives to describe each. For example, draw their attention to the Mad Hatter's hat, or the Cheshire Cat's smile. Discuss as a class. If students are familiar with the characters, ask them to tell the class what they remember about them.



© Macmillan Publishers Limited, 2015.

Activity 2: listening (continued)

Objectives:

- ▶ to introduce some of the characters in the story
- ▶ to create interest in the story
- ▶ to provide a short listening for specific information activity
- ▶ to discover the names of some of the characters in the story

Read the first part of the 'blurb' on the back of *Alice's Adventures in Wonderland* to the class. Ask them to tell you which of the characters are mentioned.

One sunny day, Alice follows a White Rabbit down a rabbit hole ... And into Wonderland. Wonderland is a very strange place and lots of very strange people live there. Alice has some wonderful adventures with the Mad Hatter, the March Hare and the Cheshire Cat. And she even plays a game of croquet with the frightening Queen of Hearts!

Read twice if necessary, then elicit their answers and write the names on the board.

150 years of Alice

A Wonderland of Reading

LESSON PLAN 1

Alice's Adventures in Wonderland



Introductory lesson

Activity 3: writing, speaking and listening

Objectives:

- ▶ to predict information and create a student-generated pre-reading activity
- ▶ to provide a short speaking-to-writing-to-listening group activity
- ▶ to continue to build interest in the story

Tell students they are going to read the first part of the story, and ask them to 'remind' you how the story starts, according to the short text you just read out to them. (Alice follows a White Rabbit down a rabbit hole.) Put students in small groups and ask them to think of a reason why Alice would follow the rabbit and to complete the following sentence, using their imagination and at least seven words in each space.

When Alice first saw the White Rabbit, she was _____

She decided to follow the White Rabbit because _____

Ask the groups to read out their sentences. Tell the class to listen carefully because they will have to decide which group(s) is / are correct.

Activity 4: reading

Objectives:

- ▶ to read and discuss the first part of the story and check predictions in step 3
- ▶ to look at some vocabulary in context

Students read the first section of 'Chapter 1 The White Rabbit', as far as the card symbols ♥ ♣ ♦ ♠ . Discuss which group(s) had the best sentence in step 3.

Ask students to look at the illustration and to find the words for the Rabbit's clothes and accessories in the story (umbrella, watch, waistcoat, jacket).

Activity 5: reading, speaking and writing

Objectives:

- ▶ to read and discuss part of the story
- ▶ to answer comprehension questions about the text
- ▶ to work as a team to answer the questions
- ▶ to provide a speaking activity related to the reading Team Memory Quiz.

Tell students they are going to read the next section of the story and to try to remember as much as possible, so they can answer some questions. Set a time limit (about 5 minutes) and warn them that will not be able to look at the text when they are answering the questions.

Students read the second section of Chapter 1, as far as the card symbols on page 4 ♥ ♣ ♦ ♠ .

With their books closed, put students in their groups again. Tell them to discuss what they remember of the story so far. When they are ready, ask the class the following questions. Teams must discuss their answers quietly so that other teams cannot overhear them, and write down their answers. Read each question out separately, repeating it if necessary, and allow time for groups to discuss and write down their answers.

LESSON PLAN 1

Alice's Adventures in Wonderland



Introductory lesson

Questions

Chapter 1, section 2

1. What did Alice see while she was falling down the hole?
Answer: cupboards, bookshelves, pictures, maps and a jar.
2. Alice picked something up while she was falling. What word was written on it?
Answer: JAM
3. What did she do with the thing that she picked up?
Answer: She put it in a cupboard
4. How far away did Alice think the centre of the Earth is?
Answer: About four thousand miles
5. Where did she learn this?
Answer: She had learned it in her geography lessons.
6. What did Alice hope her mother would do?
Answer: Give Dinah (her cat) a bowl of milk
7. When Alice got to the bottom of the hole, what was she lying on?
Answer: A pile of sticks and dry leaves
8. What did the White Rabbit say?
Answer: 'I'm late! I'm late! Oh my ears and whiskers!'

Check the answers to the questions as a class, awarding one point for each answer, and find out which group(s) have the highest number of points.

Activity 6: reading

Objectives:

- ▶ to work with vocabulary prior to reading part of the story
- ▶ to activate knowledge of simple collocations and make the vocabulary in a text more accessible
- ▶ to work with a partner or partners to solve vocabulary problems
- ▶ to provide a visual stimulus
- ▶ to create a student-generated reading activity
- ▶ to build interest in the story
- ▶ to read part of the story

Work with books closed and in pairs or threes. A copy of the wordcloud is displayed in the Student's copy, but you can also project it on the classroom screen. Explain that these are the words (nouns, verbs, adjectives and some adverbs **but no grammar words**) from the last section of Chapter 1. Tell students to look for words to make eight pairs of words that can go together and that they think they might read about in the last section eg *want apples, feel smaller, beautiful trees* etc.

Compare the pairs of words as a class and write their ideas on the board.

Students read the last section of Chapter 1 and tell you if they find any of the pairs the class has suggested.

Activity 7: warm-up for the next lesson

Objectives:

- ▶ to create interest in the next part of the story.

Tell the class to read the last section of Chapter 1 again. As a class, discuss what happens in it. Draw students' attention to the last line. Ask 'What do you think will happen next?'

Give students two minutes to discuss in threes and ask them to tell you their predictions. Write their ideas on the board or note them for the next lesson, so that when students read on, they can check if their ideas were correct.

LESSON PLAN 1

Alice's Adventures in Wonderland



Activity 1 images

© Macmillan Publishers Limited, 2015.



1



2



3

© Macmillan Publishers Limited, 2015.



4



5



6

Student's Copy

150 years of Alice

A Wonderland of Reading

