

Lesson Plan

Ladybird Readers



Level 3

A History of
Ferrari

This is the story of Ferrari cars. Learn about Enzo Ferrari, famous cars, drivers and races. What is more exciting than a Ferrari car?

CEFR Level A1+
YLE Movers
Text type: nonfiction
Word count: 918
Lexile measure: 520L

Lesson objectives

Vocabulary focus

Cars: *racing car, supercar*

People: *racing driver, team*

Verbs in the past simple: *(was) born, died, helped, made, started, taught, won*

General: *championship, engine, famous, fast, Grand Prix, history, logo, metal, normal, prancing, race, win (n)*

Grammar focus

Question words

Conjunctions

Reading skills

Gaining information

Cross-curricular connections

Art (design a car)

Music (song)

Science (cars)

Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 4

Flashcard download 1–7

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 title of the Reader but hide the picture. Ask: *What is Ferrari?* and establish or explain that it is a very famous car company. Ask: *Do you know what color Ferrari cars are?* and establish that they are usually red. Reveal the picture, and ask: *What can you see?* Establish it is a car race. Explain that the man is waving the black and white flag to signal the first car that crosses the finish line. Point to the prancing horse logo in the top left corner and say: *This is Ferrari's logo*. Explain the meaning of logo, and say that companies use them so that people can recognise that company easily. Ask the children to tell you any other famous company logos they know.

During reading

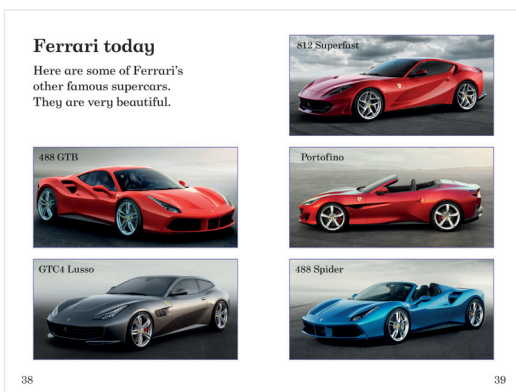
Read out or play the Audio recording of the text (track 1) and ask the children to follow in their books. Stop at Reader pages 6–7 and ask: *Do you like these cars? Would you like to drive one?*



After every section, stop and ask questions to check the children’s understanding of the information. Use a variety of question words, for example, after Reader pages 14–15, ask: *What does this logo show? Who gave the picture to Enzo? Where did it come from?*

Next, write or display some conjunctions, such as *also, and, because, but, then*. Read out or play the Audio recording of the text again. This time, ask questions and encourage the children to respond using a conjunction. For example, after Reader pages 30–31, ask: *Why were the 1990s good years for Ferrari?* and elicit: *Because Michael Schumacher started driving for them.*

Encourage the children to make sentences about different cars, using conjunctions where appropriate. For example, after Reader pages 38–39, they can say: *The Portofino is red, but the 488 Spider is blue.*



After reading

Divide the class into two teams. A child from Team A chooses one of the racing drivers from the book and is then put in ‘the hot seat’. Team B ask questions, for example: *What’s your name? When were you born? Where are you from? How many wins did you have?* Award points for correct questions and answers. Then the teams swap.

The children can do the following activities to focus on the main information in the book, and practice using question words.

- Reader activities: 5, 7, 8, 9, 11
- Activity Book activities: 3, 7, 13

Divide the class into three groups: Enzo, Schumacher and Vettel. Play the song (Audio track 4) on Activity Book page 16. Encourage the children to listen and join in. Each group should stand up when they hear the name of their driver. When they hear *Ferrari*, all the groups should stand up.

Differentiation

Extra support

Display two columns. Write ‘Racing drivers’ at the top of one, and ‘Racing cars’ at the top of the other. Ask the children to look through the book again, and elicit the names of drivers and cars to go into each column.

Extension

Fast-finishers can design a car of the future. They should consider such questions as: *Will the car be able to fly? Will it go underwater?* They should label their drawing and give their car a name, then present it to the rest of the class.