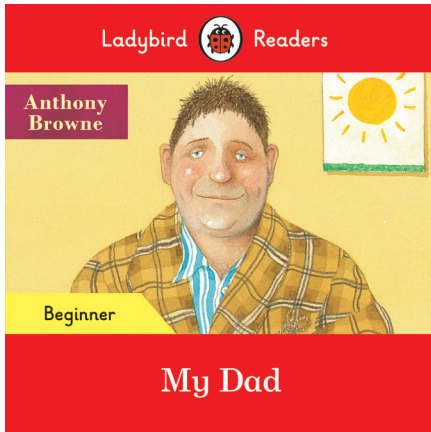


Lesson Plan



My dad says, "Let's go!"

CEFR Level First Phrases

Text type: modern story

Word count: 32

Lexile measure: 50L

Lesson objectives

Vocabulary focus

Phrase: *Let's . . .*

Verbs: *go, hug, play, run, says, walk*

Possessive: *my*

General: *dad, football*

Aims

- Understand conversational phrases
- Read/listen and respond to the story
- Follow a repeated sequence of events
- Recognize key words in context

Resources

Reader

Audio (UK/US) tracks 1–3

Phrase cards 1–3

Timing: 20–30 minutes

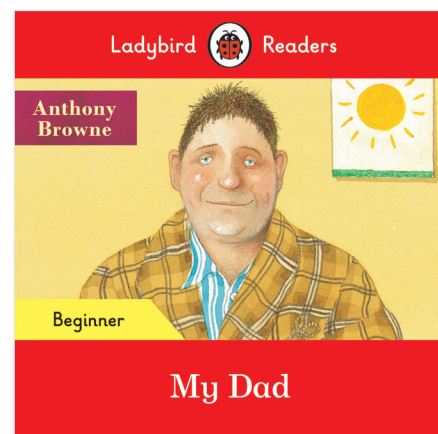
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 5 minutes for **Before reading**, 15 minutes for **During reading**, and 5 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Choose a child, and ask the rest of the class: *Who is this?* Teach or elicit the response: *This is [Anna]*. Repeat the procedure with several other children. Ask individual children to select a child and ask another child: *Who is this?* and elicit the child's name. Show the children the cover of the Reader, but hide the title. Ask: *Who is this?* and elicit or establish that it is Dad.



Hold up a classroom object, for example, a pen, and say: *This is my pen*. Alternatively, draw a picture, for example, a car, and say: *This is my car*. Reveal the title, and make sure that the children understand the possessive in *This is my dad*.

During reading

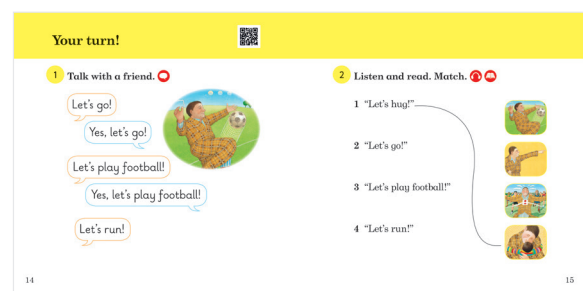
Read out or play the recording of the text (Audio track 1). After Reader pages 4–5, stop and make sure that the children understand the phrase: *My dad says . . .*. Show them the picture on page 5, and mime: *Let's go!* Check their understanding and encourage them to repeat the phrase after you, and mime the action.



Read out or play the recording of the text. Before you read each page, mime the action for children to guess. Encourage them to repeat the phrases after you, and mime the actions. Read out or play the story again.

After reading

Divide the class into two teams—A and B. Direct the children to a Reader page, for example, page 7, and say: *Let's run!* Ask Team A to tell you if you are naming the action correctly, and if not, to correct you. Get each team to mime actions for the other team to guess. Award points for correct answers. For extra points, think of some actions outside the story and mime them, for example: *Let's swim!* Help the children to do the two exercises on pages 14–15 of the Reader.



Divide the class into two groups. Play the song on Reader page 16. Ask the children to listen and join in. Groups can take turns singing the phrases beginning with “Let’s . . . !” and miming the appropriate actions.

Differentiation

Extra support

Mime the verbs from the story and ask the children to find the Reader pages where they appear. Display the Phrase cards but with the words covered, and elicit the action on the card, for example, *Let's go!*

Extension

The children can choose an action from the story, or another action. They can draw a picture of their dad and write, for example, *My dad says, “Let's run!”* at the top.