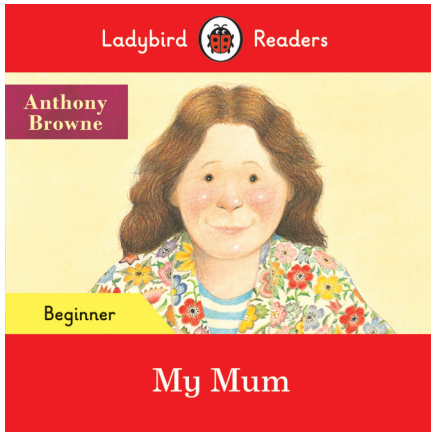


## Lesson Plan



I love my mum! Who do you love?

CEFR Level First Phrases  
Text type: modern story  
Word count: 37  
Lexile measure: BR30L

## Lesson objectives

### Vocabulary focus

Question: *Who do you love?*

Pronouns: *I, me, you*

Possessive: *my*

General: *cakes, cat, love/loves, mum, teddy*

### 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

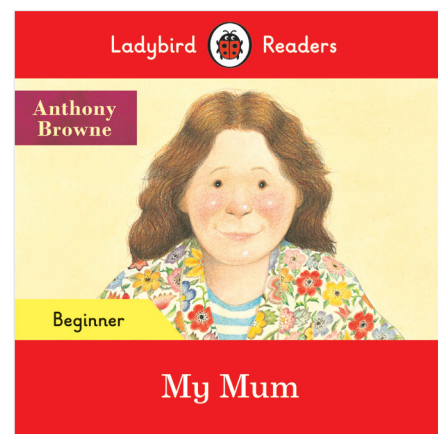
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

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

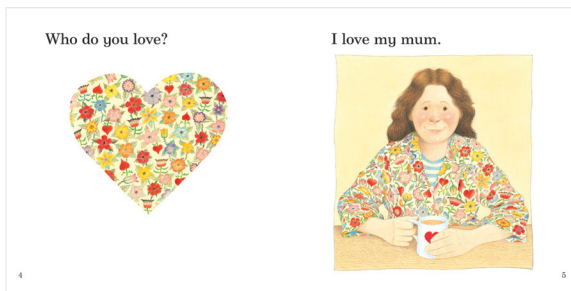
Choose a child, and ask the rest of the class: *Who is this?* Teach or elicit the response: *This is [David]*. Repeat the procedure with several other children. Ask individual children to select a child and ask another child: *Who is this?* and elicit the child's name. Show the children the cover of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



Hold up a classroom object, for example, a book, and say: *This is my book*. Alternatively, draw a picture, for example, a house, and say: *This is my house*. Make sure that the children understand the possessive *my*. Reveal the title of the Reader. Put your hand on your heart or draw a heart. Mime *love* and say: *I love my mum*.

## During reading

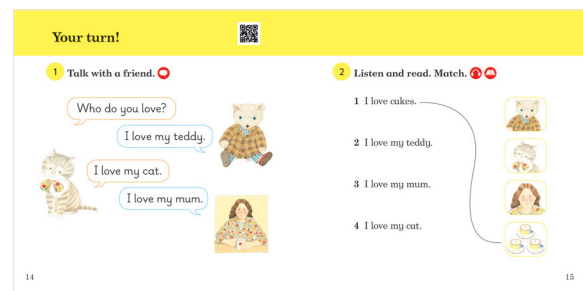
Read out or play the recording of the text (Audio track 1). After Reader page 4, stop and show the children the picture of the heart. Ask: *Who do you love?* Show them the picture on page 5, and check their understanding of the response: *I love my mum.* Encourage them to mime *love* and repeat the phrase after you.



Read out or play the recording of the text, and check the children's understanding of the vocabulary. Explain that *cakes* has an "s" on the end because there is more than one. Read page 12 and make sure that the children understand the difference between "my" and "me." Read out or play the story again. Ask questions, for example: *Do you love cakes?*

## After reading

Ask the children: *Who do you love?* and encourage them to respond with family members, for example, *my mum/dad/grandma/grandpa*. Divide the class into teams—A and B. Draw or display an item that the children are familiar with, for example, chocolate or ice cream. If the children can name the item, award points. For extra points, get them to ask Team B a question: *Do you love chocolate?* Repeat with another item for Team B. Help the children to do the two exercises on pages 14–15 of the Reader.



Divide the class into three groups. Play the song on Reader page 16. Ask the children to listen and join in, with each group singing a different verse.

## Differentiation

### Extra support

Display the phrase *I love . . .* then display the Phrase cards in random order but with the words covered. Elicit *I love my mum/cat/cakes*.

### Extension

The children can draw a picture of their mum, or a favorite pet or food. They can write at the top *I love my mum*, or the name of the pet or item they have drawn.