

Lesson Plan

Ladybird  Readers

world of
**ERIC
CARLE**



Beginner

introduces first phrases in English

I Love Food!

Do you like pasta? I love pasta!

CEFR Level First Phrases

Text type: modern story

Word count: 37

Lexile measure: 50L

Lesson objectives

Vocabulary focus

Food: *beans, fish, ice cream, pasta, soup*

Verbs: *like, love*

Phrases: *Do you like . . .?, I love . . ., Yes, I do., No, I do not.*

Aims

- understand conversational phrases in English
- ask and answer questions about food likes and dislikes
- learn and practice the names of some foods
- recognize key words in context

Resources

Reader

Audio download (UK/US) tracks 1–3

Phrase cards download 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

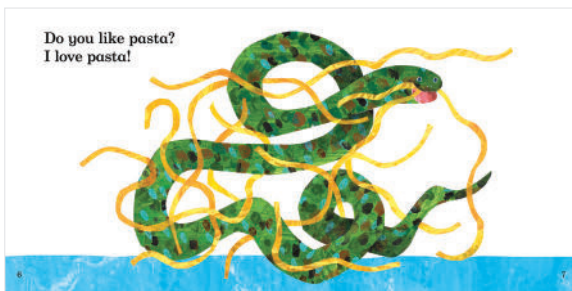
Draw or display a picture of a popular food, for example, ice cream. Choose a child and ask: *Do you like ice cream?* Elicit the answer: *Yes, I do* or *No, I do not*. Repeat with a few other children. Point to the picture of the ice cream, and encourage the children to ask you: *Do you like ice cream?* Smile, rub your tummy and say enthusiastically: *I love ice cream!* Get the children to repeat the phrase.

Show the children the cover of the Reader but hide the title. Point to the porcupine and teach its name. Reveal the title and read it out, then get the children to repeat it. Ask: *What food does he like, do you think?* Point to the beans and teach the name. Get the children to ask the porcupine: *Do you like beans?* Respond enthusiastically with *I love beans!* Get the children to repeat both phrases, paying particular attention to the intonation.

During reading

Read out or play the recording of the text (Audio track 1). Before each food is introduced, stop and talk about the picture. Check the children's understanding of the food.

For example, before reading Reader page 6, ask *What food is this?* and establish that it is pasta. Elicit or teach *snake*. For fun, make a hissing sound on the "s" when the snake says *I love pasta!*



Read out or play the recording of the text again. This time, get the children to cover the words on each page and tell you the name of the food by looking at the picture. Read out or play the recording of the text so the children can check if they were right.



After reading

Display a list of the animals and another list of the foods. Ask the children to help you match each animal with its food. Divide the children into two teams and play a question and answer game. For example, a child from Team A asks a child from Team B: *Monkey, do you like beans?* The child responds with: *No, I do not.*

Talk about favorite foods with the children. Ask about the foods in the Reader and other foods. Elicit the children's own likes and dislikes by asking, for example: *Do you like chocolate?* Encourage the children to answer with *Yes, I do, No, I do not* or *I love chocolate!*

Do the activities on Reader pages 14–16. Read out and clap along to the verses on Reader page 16. Get the children to read and clap along with you. If time allows, divide the children into three groups and get each group to read and clap a different verse. Swap the groups around.

Differentiation

Extra support

Display the three Phrase cards one by one, but with the words covered. Make statements and ask the children to correct any false information. For example, display the Phrase card showing the bird and say: *I love ice cream!*

Extension

Fast finishers can work in pairs. They can take it in turns to draw a picture of a food, for example, apples, and ask their partner: *Do you like apples?* Their partner responds with *Yes, I do, No, I do not* or *I love apples!*