

Lesson Plan

Ladybird  Readers

world of
ERIC
CARLE



Beginner

introduces first phrases in English

It Is Friday!

What day is it today?

CEFR Level First Phrases

Text type: modern story

Word count: 26

Lexile measure: BR40L

Lesson objectives

Vocabulary focus

Days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

Phrases: *What day is it today?! It is . . .*
Hooray!

Aims

- understand conversational phrases in English
- learn and practice the names of the days of the week
- practice using the statement “It is . . .”
- 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

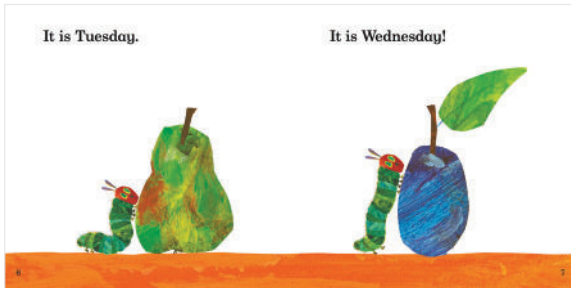
Before reading

Talk about the structure of the week. Explain that it is divided into seven days and when one week finishes, the next one begins and follows the same pattern. Write the names of the days in order, one by one, or display them on large cards. If using cards, have a different colored card for each day if possible. After each day, say its name and get the children to repeat it, paying particular attention to the pronunciation of the first part of the name.

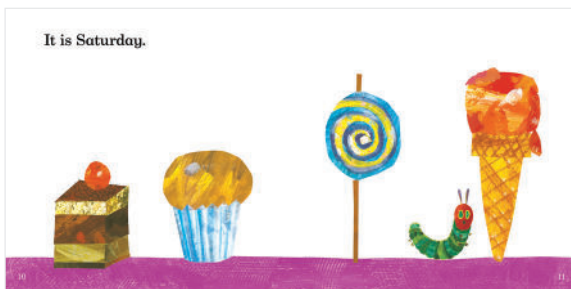
Ask: *What day is it today?* and elicit the name of whatever day it is, for example: *It is [Monday]*. Point to the name of a day in the list you have written, or hold up a card. Ask the same question and elicit the answer. Show the children the cover of the Reader. Point to the title and ask: *What day is it today?* Elicit: *It is Friday!* Read out the title and get the children to repeat it.

During reading

Read out or play the recording of the text (Audio track 1). Before each day, stop and ask: *What day is it today?* Elicit the answer, for example: *It is [Tuesday]*. Show the children the caterpillar and teach the name. Teach or elicit the names of the fruits.



Read out or play the audio recording again. Talk about the pictures for Saturday and elicit the names of the things to eat. Explain that many people enjoy Saturdays because they do not have to go to work or school. Check the children's understanding of Sunday.



After reading

Divide the children into teams. Draw a simple calendar of a month. Write the name of the first part of each day at the top - Mon, Tues, Wed, Thurs, Fri, Sat, Sun. Write the dates underneath. Point to a date, for example, 15, and ask: *What day is it?* Encourage the children to refer to the name of the day at the top. Elicit the answer: *It is [Friday]*.

Divide the children into teams. Give each team a set of days of the week cards, all mixed up. Have a race to see which team can put the days into the correct order first. For an extra challenge, give the teams the cards but with one day missing. Ask them to identify the missing day: *What day is it?* The teams have to respond with *It is [Wednesday]*.

Do the activities on Reader pages 14–16. Read out and clap along to the verse on Reader page 16. Get the children to read and clap along with you. If time allows, divide the children into groups and give each group a different day of the week card. Each group can read and clap their day, and shout: *Hooray!*

Differentiation

Extra support

Display the three Phrase cards one by one, but with the words covered. Ask the children to help you put the days into the correct order according to their place in the week.

Extension

Fast finishers can write the names of the days. They can draw a picture of themselves doing a different activity on each day and label it, for example, swimming, dancing, eating ice cream.