

Lesson Plan

Ladybird Readers



Beginner

introduces first phrases in English

There Are Ten

How many animals are there?

CEFR Level First Phrases

Text type: modern story

Word count: 42

Lexile measure: 130L

Lesson objectives

Vocabulary focus

Animals: *bear, bird, crocodile, elephant, giraffe, hippo, lion, monkey, seal, snake*

Numbers: *one, two, three, four, five, six, seven, eight, nine, ten*

Phrases: *Hooray!, How many?, There is . . ., There are . . .*

Aims

- understand conversational phrases in English
- learn and practice numbers from one to ten
- understand and practice “There is . . .”, “There are . . .”
- learn and practice the names of some animals
- 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

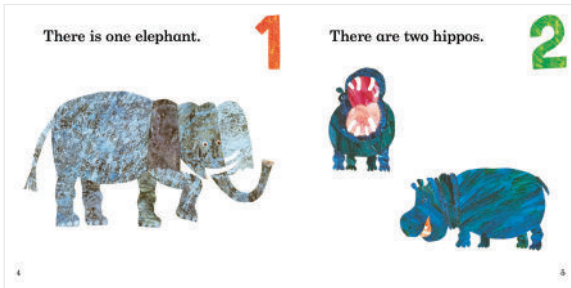
Before reading

Hold up a couple of classroom objects, for example, two books, and ask: *How many books are there?* Elicit the answer, then draw or display more items, for example, four cakes, and repeat the question. Display the numbers 1–10 in random order, and ask the children to help you order them. Say each number and get the children to repeat it after you. Encourage them to use their fingers to demonstrate each number as they say it.

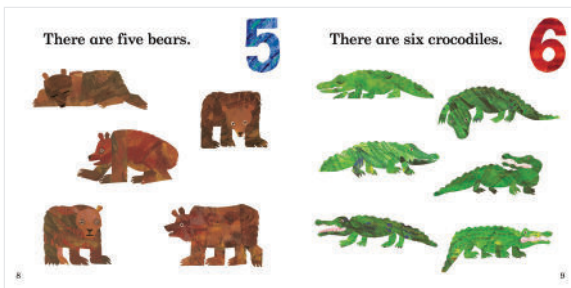
Show the children the cover of the Reader, but hide the title. Ask: *How many birds are there?* and elicit *Ten*. Reveal the title, and get the children to repeat it after you.

During reading

Read out or play the recording of the text (Audio track 1). Stop after Reader pages 4–5 and make sure the children understand the difference between *There is . . .* and *There are . . .* Explain the concept of singular and plural, and give examples.



Elicit or teach the names of the animals. Stop after every couple of pages and ask questions to practice the numbers. For example, after Reader pages 8–9, ask: *Are there five or six bears/crocodiles?* Make statements about the pictures and get the children to correct any false ones, for example: *There are seven monkeys.*



After reading

Play a number game. Divide the children into two teams. Draw a picture, for example, two cups. Ask a child from Team A to come and write out the number. Repeat the activity with a different object and number, and ask a child from Team B to write it out. Repeat with other objects and numbers.

Give each child a card with a number from 1–10, but tell them not to show their card to the others. Ask them to form themselves into groups of ten by going around and asking other children: *What is your number?* If ten is too many, get them to form themselves into groups of five. For a simpler activity, call out numbers randomly and get the children with that number to stand up or put up their hands.

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 two groups and get each group to read and clap a different verse, with all the children reading and clapping the last verse.

Differentiation

Extra support

Display the three Phrase cards one by one, but with the words covered. Elicit the numbers and names of animals. Ask the children to help you put the cards into the correct numerical order.

Extension

Fast finishers can write the numbers 1–10, and draw a picture to illustrate each number. They can write the number and name of the object underneath, for example: *three cars.*