

## Lesson Plan

Ladybird  Readers

world of  
ERIC  
CARLE



Beginner

introduces first phrases in English

What Color Is  
the Donkey?

The animals are pink, red, blue, green, and yellow!

CEFR Level First Phrases

Text type: modern story

Word count: 60

Lexile measure: 160L

## Lesson objectives

### Vocabulary focus

Animals: *cow, crocodile, donkey, elephant, fox, horse, lion, polar bear, rabbit*

Colors: *black, blue, green, orange, pink, purple, red, yellow*

Phrases: *What color is the . . . ? It is . . .*

### Aims

- understand conversational phrases in English
- learn and practice the names of some colors
- 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

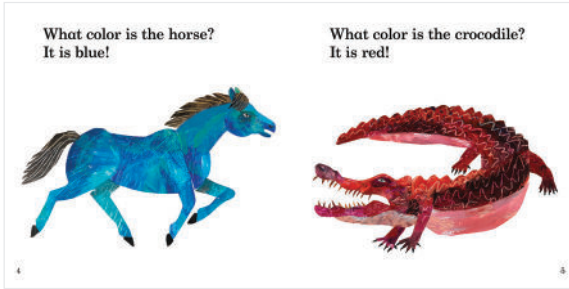
Point to or display something red in the room, for example, a pencil or a child's T-shirt.

Alternatively, hold up a red card or colored paper. Ask: *What color is this?* Elicit or teach the answer, and get the children to repeat the name of the color several times. Ask them to find more red things in the room, then repeat the activity with other colors.

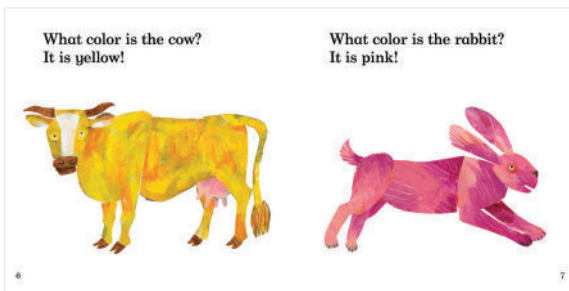
Show the children the cover of the Reader, but only reveal the donkey's head. Ask: *What animal is this?* Gradually reveal the rest of its body until a child guesses it is a donkey. Teach the name in English. Reveal the title and ask: *What color is the donkey?* Elicit that it is different colors – black, blue, green, orange, pink, purple, red and yellow.

## During reading

Read out or play the recording of the text (Audio track 1). Before reading each page, cover the text and ask: *What color is this animal?* Elicit the answer, then read or play the text again so the children can check if they were right.



Read out or play the recording of the text again. Elicit or teach the names of the animals. Ask questions to practice the colors, for example: *What color is the cow? Is the rabbit pink or green?*



## After reading

Play a game with colors. Call out the name of a color and ask the children to find an object of that color in the room. Alternatively, stick colored paper in different places around the room. Call out a color and ask the children to run and touch the paper, or just point to it.

Divide the children into two teams. Display columns with the name of a color at the top of each. Teams take it in turns to name an object of that color. A child from each team comes and writes the name, or draws a picture, in the appropriate column. For example, the sun in the “yellow” column or a leaf in the “green” column.

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 four 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. Make statements about each picture and get the children to correct them if necessary. For example: *The fox is pink.*

### Extension

Fast finishers can work with a partner. They take it in turns to ask: *What color is the [book]?* Alternatively, they can draw a picture with things of their favorite color. They can write: *My Favorite Color* at the top and draw and label objects of that color.