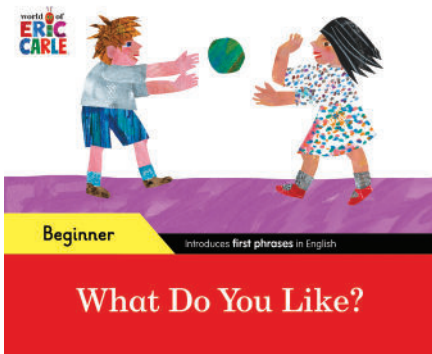


Lesson Plan

Ladybird Readers



The girl and the boy are friends. What do they like?

CEFR Level First Phrases

Text type: modern story

Word count: 66

Lexile measure: 110L

Lesson objectives

Vocabulary focus

Activities: *dancing, playing, running*

General: *boy, flowers, friends, games, girl*

Verbs: *like, says*

Phrases: *What do you like? I like . . .*

Aims

- understand conversational phrases in English
- learn and practice the names of some activities
- ask and answer questions about favorite activities and things
- 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

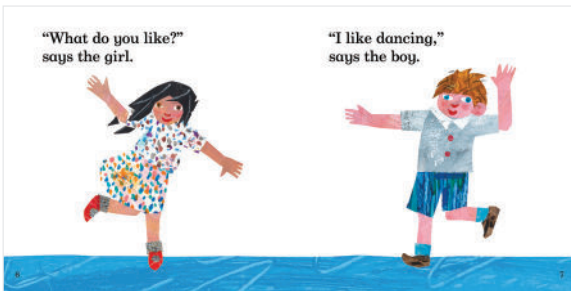
Before reading

Mime an action, for example, running, and ask the children: *What am I doing?* If they guess correctly, say enthusiastically: *I like running. Do you like running?* Elicit *Yes, I do* or *No, I do not*. Repeat with other activities, for example, swimming. If you have a ball, throw it to a child and ask: *Do you like playing ball?*

Show the children the cover of the Reader but hide the title. Point to the boy and girl. Ask: *What are they doing?* and elicit that they are playing ball. Ask more questions, for example: *Are the girl and boy friends, do you think?* Reveal the title and read it out, and get the children to repeat it.

During reading

Read out or play the recording of the text (Audio track 1). Stop before each spread of two pages and ask the children to cover the text and look at the pictures. Check their understanding of the activity. Ask the children to tell you what the boy and girl are saying, for example, on Reader pages 6–7: *What do you like? I like dancing.* Read out or play the text again so the children can check if they were right.



Make sure the children understand that the phrase *I like . . .* is used not only for activities, but for people and things as well, for example, games, flowers, friends.



After reading

Divide the children into two teams. Ask a child from Team A to come to the front of the class. Team B asks: *What do you like?* The child responds by saying: *I like . . .* and miming an activity for Team B to guess. A child from Team B then comes to the front and chooses a different activity to mime.

Talk about likes and dislikes with the children. Ask: *What do you like?* Elicit their favorite things, animals and people and make a list. For example: *ice cream, my cat, my family.*

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. Swap the groups around.

Differentiation

Extra support

Display the three Phrase cards one by one, but with the words covered. Ask: *What do you like?* Elicit the activities or things. Ask the children to find the pages where they appear.

Extension

Fast finishers can draw pictures of themselves doing some of their favorite activities. They can write a sentence about each one, for example, *I like swimming.* *I like going to the beach.*