

Lesson Plan

Ladybird Readers

world of
ERIC
CARLE



Beginner

introduces first phrases in English

What Is It?

Is it a jaguar? Is it a monkey?

CEFR Level First Phrases

Text type: modern story

Word count: 60

Lexile measure: 70L

Lesson objectives

Vocabulary focus

Animals: *frog, jaguar, monkey, puma, sloth, turtle*

Verbs: *says*

Phrases: *Hello!, What is it?, It is a . . .*

Aims

- understand conversational phrases in English
- practice asking and answering the question “What is it?”
- 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 classroom object, for example, a book, and ask: *What is it?* Elicit: *It is a book.* Get the children to repeat the question and answer.

Point to other classroom objects, or draw pictures of objects outside the classroom, and repeat the question. Encourage the children to choose objects and ask the same question for the rest of the children to answer.

Show the children the cover of the Reader.

Point to the picture of the animal. Read out the title and get the children to repeat the question. Explain that the animal is a sloth. Give a few interesting facts about sloths, for example, they are found in Central and South America, they live in trees, they move very slowly and spend 15–20 hours each day sleeping.

During reading

Read out or play the recording of the text (Audio track 1). Stop before each new animal is introduced and ask: *What is it?* Encourage the children to guess its name, using L1. Teach the name in English and get the children to repeat it. Encourage them to greet each animal by calling out, for example: *Hello, Puma!*



Read out or play the recording of the text again. This time, before each animal is introduced, stop and cover the text. Ask: *What is it?* Elicit the answer, then continue reading or playing the text so the children can check if they were right.



After reading

Divide the children into two teams. Teams take it in turns to point to an animal from the Reader and ask the other team: *What is it?* Expand the game by getting the children to point to classroom objects, or draw pictures of other things, and ask about them.

Play a game of Snowman with the children to reinforce the animal vocabulary in the Reader. Draw a picture of a snowman and every time a letter is guessed incorrectly, a piece is taken off the snowman. The game is lost when all the pieces of the snowman fall off and it has melted. Make the game more challenging by including the names of animals outside the Reader.

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 a statement about each animal, for example: *It is a monkey.* Ask the children to correct any false statements.

Extension

Fast finishers can work in pairs. They can take it in turns to draw pictures of animals or objects, and ask their partner: *What is it?* Their partner responds with: *It is a . . .*