

Lesson Plan

Ladybird  Readers

world of
ERIC
CARLE



Beginner

introduces first phrases in English

Where Is the
Click Beetle?

It is morning! The click beetle walks.

CEFR Level First Phrases

Text type: modern story

Word count: 44

Lexile measure: 140L

Lesson objectives

Vocabulary focus

General: *click beetle, flower, grass, stones*

Preposition: *on*

Times of day: *afternoon, evening, morning, night, noon*

Verbs: *sleeps, walks*

Phrases: *Where is . . . ?*

Aims

- understand conversational phrases in English
- learn and practice the times of day
- practice using the preposition “on”
- 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

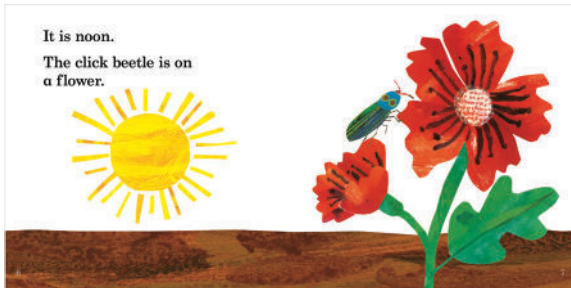
Before reading

Display two classroom objects and place one on top of the other. For example, put a book on the table. Ask: *Where is the book?* and elicit that it is *on the table*. Check the children’s understanding of the meaning of *on*. Give more examples of classroom objects to illustrate *on* or draw pictures, for example, a bird on a tree or a cat on a wall. Ask: *Where is the bird?* Elicit *on the tree* and get the children to repeat the phrase.

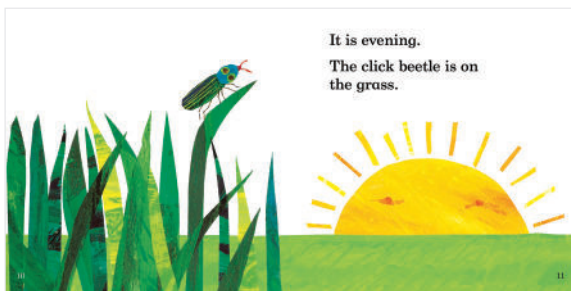
Show the children the cover of the Reader, but hide the title. Show them the click beetle and teach its name. Make a noise to illustrate the meaning of *click*. Give a few interesting facts about click beetles, for example, that they make this noise to escape from their enemies, that they can run and jump and that some species have spots which look like eyes on their backs. Reveal the title and ask: *Where is the click beetle?* Establish that it is *on the grass*.

During reading

Read out or play the recording of the text (Audio track 1). Stop after each two page spread and check the children's understanding. Ask them to find examples of the preposition *on* as on Reader page 7.



Read out or play the recording of the text again. This time, focus on the times of day and ask questions, for example, *Where is the click beetle in the evening?* Elicit *on the grass*.



After reading

Divide the children into two teams. Display statements with true or false information about the story and ask the children to correct any false information. For example: *It is morning! The click beetle sleeps.*

Talk about everyday activities with the children. Ask, for example: *What do you do in the evening?* Elicit some activities and make a list.

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 five 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. Elicit the phrases and ask the children to help you order them according to the time of day.

Extension

Fast finishers can write headings with the times of day – morning, noon, afternoon, evening, night. Under each heading, they can draw a picture of an activity they do at that time, and write one or two sentences about it, for example, *It is morning! I go to school.*