

Lesson Plan



Say “Thank you!” with Spot.

CEFR Level First Phrases

Text type: modern story

Word count: 67

Lexile measure: 190L

Lesson objectives

Vocabulary focus

Key phrases: *Here is . . . , Thank you*
Swimming: *ball, rubber ring, swimming pool, towel, water*
General: *Mom, Spot, your*

Aims

- understand conversational phrases
- read/listen and respond to the story
- follow a repeated sequence of events
- recognize key words in context

Resources

Reader
Audio
Phrase cards 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

Show the children the cover of the Reader and ask: *Who is this?* If the children don’t know the characters, point to them and say: *This is Spot. This is Spot’s friend, Steve.* Establish that Spot is a dog and Steve is a monkey. Point to the ice cream and ask: *What is this?* and elicit or establish that it is an ice cream.



Draw an ice cream. Select a child and ask: *Would you like an ice cream?* Mime giving the ice cream to the child, and say: *Here is an ice cream.* Encourage the child to respond with *Thank you.* Repeat the procedure with a few other children. Read out the title and encourage the children to repeat it after you. Signal to the children that you are about to read or listen to the story. You might like to use an instrument for this, such as a bell or a triangle, or whisper to the children to create an atmosphere of calm expectation.

During reading

Read out or play the Audio recording of the story. After Reader pages 4–5, stop and ask questions about the characters. Point to the large dog and ask: *Who is this?* and elicit or establish that it is Spot’s Mom. Establish that the crocodiles are Spot’s friend Tom and Tom’s Mom. Say the question and answer again, and encourage the children to repeat them after you. Mime the actions and use different voices for Spot and Mom.

Divide the class into two halves. One half is Spot and the other half is Mom. Read out or play the Audio of the story again. This time, stop after every couple of pages and ask the children to repeat the dialogue and act it out according to their character. After Reader pages 12–13, swap the characters around. Ask questions about the story, for example: *Is Spot happy or sad? Does he like ice cream?*

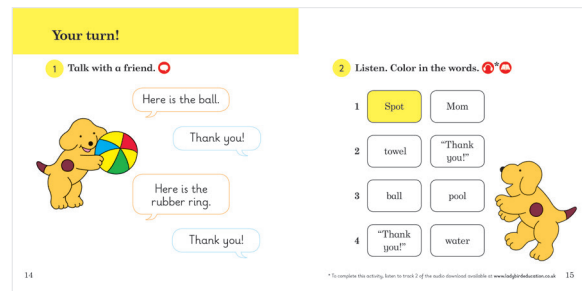


After reading

Pick up a classroom object, for example, a book. Present it to a child, and say: *Here is the book, [Mishal]*. Help Mishal to respond with: *Thank you, [Miss Bird]*. Encourage Mishal to pass the book to another child, and say: *Here is the book, [Kate]*. Encourage Kate to respond with: *Thank you, [Mishal]*. Continue until the book has been passed around all the children. Repeat with other objects, for example, a pen or a bag.

Divide the class into two teams and display an item from the story. A child from Team A presents the item to a child in Team B, who thanks them by name. That child presents another item to a different child in Team A. Award points for correct statements and responses. Continue the game using classroom objects, so that all the children get a chance to practice presenting and responding.

Ask children to do the two exercises on pages 14–15 of the Reader.



Differentiation

Extra support

Hold up Phrase card 1 or 2 and present an accompanying item to the class. Encourage the children to respond with *Thank you, [Miss Bird]*. Invite pairs of children to come to the front of the class to continue presenting items and responding.

Extension

Ask the children to select three personal or classroom objects, or if they prefer, they can draw some items. Encourage them to walk around the class and find three other children to present their items to, for example: *Here is the bag, [Luke]*.