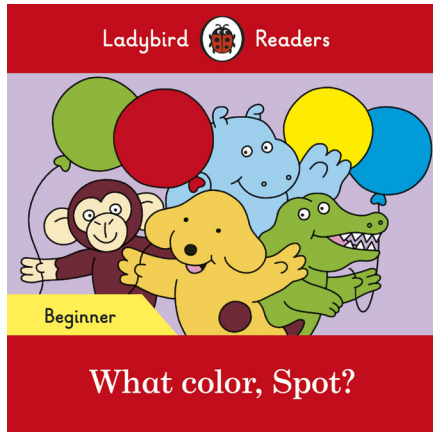


Lesson Plan



Ask and answer “What color” with Spot.

CEFR Level First Phrases

Text type: modern story

Word count: 73

Lexile measure: 170L

Lesson objectives

Vocabulary focus

Key phrases: *What color is . . . ?*, *It is . . .*

Colors: *blue, brown, purple, red, yellow*

Objects: *bag, book, brush, flower, sun*

General: *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 1–2

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. If the children don’t know Spot, point to him and say: *This is Spot*. Establish that Spot is a dog. Introduce the other characters as Spot’s friends. Ask: *Are they having fun? Are they happy or sad? Where are they?* Establish that they are happy because they are at a party.

Now, turn to the title page. Teach or elicit *balloon* and ask: *Do you like balloons?* Read out the title, and encourage the children to repeat it after you.

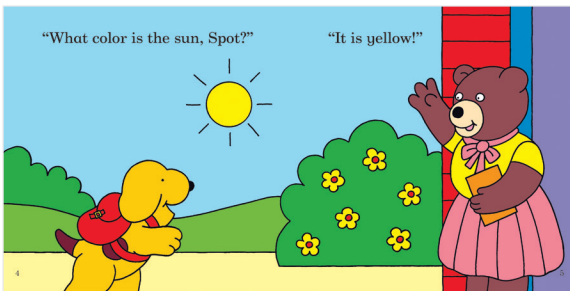


Ask: *How many balloons can you see?* and elicit three. Point to each balloon in turn, and ask: *What color?* Elicit the different colors, then make statements and ask the children to tell you if they are right or wrong, for example: *This balloon is red. This balloon is blue.*

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 check the children’s understanding of *sun* and *yellow*. Say the question and answer and encourage the children to repeat them after you. Point to Miss Bear and ask: *Who is this?* Elicit or establish that it is Miss Bear and that she is Spot’s teacher. Ask: *Can you find more yellow things in the picture?* and help the children identify the flowers and Miss Bear’s shirt. Repeat this process with the other Reader pages.



Divide the class into two halves. One half is Spot and the other is Miss Bear. Read out or play the story again. This time, stop after every couple of pages and ask the children to repeat the question and answer, according to their character. After Reader pages 12–13, swap the characters around so that the children can be the other character. Make sure that they understand that *your* is different from *the*.

After reading

Without referring to their books, encourage each group to ask the other group the questions in the story. Then explain that you are going to do a quiz. Ask a child from each group to come to the front. One child selects a classroom object and asks the other child: *What color?*

If necessary, they can go and point to the thing they are asking about. Award points for correct answers. If the child asking the question can name the object, for example: *What color is the pen?*, they get an extra point.

Draw a table with different colors at the top of the columns. Encourage the children to name objects which match one of the colors and write the objects into the column. Ask: *What’s your favorite color?* Establish the favorite color for the class.

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

Your turn!

1 Talk with a friend. 🗣️

What color is the book? It is blue!

What color is the flower? It is purple!

2 What color? Listen. Circle the words. 🎧

1 brown red

2 yellow purple

3 blue yellow

4 brown purple

Differentiation

Extra support

Go over the names of the colors and objects in the story again. Hold up phrase card 1 with an accompanying classroom object. Ask: *What color is [this pen/book]?* and elicit *It is red/blue/purple*. Make statements about the colors and encourage the children to correct you if necessary.

Extension

Ask the children to draw pictures, for example of balloons or flowers, and color them with the colors in the story as well as other colors they know. They can ask a partner questions about their pictures, for example: *What color is this? It is blue*.