

### Lesson Plan



Say “Yes please!” with Spot.

CEFR Level First Phrases

Text type: modern story

Word count: 40

Lexile measure: 140L

## Lesson objectives

### Vocabulary focus

Question: *Do you want . . . ?*

Answer: *Yes, please! No, thank you..*

General: *to play, the ball, some cake*

### 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 1–4

Objects, e.g. pencil, ruler, book (optional)

### 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 children the front cover of the Reader, but hide the title. Ask: *What can you see in the picture?* Elicit the words *Spot*, *Mom*, and *cake*. Then show the title page, but hide the title. Ask the children: *What can you see?* Elicit the words *Spot* and *bike*. If children answer in their home language, translate their answers into English and encourage them to repeat the words after you. Then ask: *What is Spot doing?* Establish that he is riding a bike. Ask: *Is Spot happy or sad?* Elicit that he’s happy.



Reveal the title and say it while you point to Spot. Encourage children to repeat the title as you say it. Repeat until the children are comfortable saying it, repeating each word individually as required. Ask children: *When do we say ‘Yes, please?’* Explain that it is a polite way to accept an offer or invitation.

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.

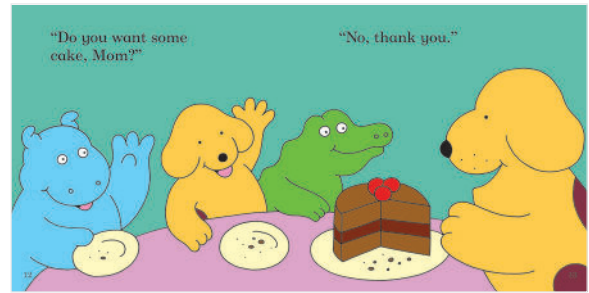
### During reading

Read out or play the Audio recording of the story. As you read or listen, point to the relevant characters and objects on the page. At this stage, the children do not need to have their Readers open, but if they do, ask them to follow in their books. After each page, stop and ask children simple questions to check their understanding.

After Reader pages 4–5, stop and ask: *Who is this?* as you point to each character. Elicit that it is Spot and Helen. Ask: *What are they doing?* Establish that they are playing. Do the same with Spot, Helen and Tom on pages 6–7.



For Reader pages 8–13, point to each character and ask: *Who is this?* Establish the names of the characters. Point to the object and ask: *What is this?* Elicit that it's a ball or a cake. Point out the change to the question in these pages: *the ball, some cake.* Read or listen to the story again. Encourage the children to repeat the question *Do you want . . . ?* every time it appears in the story. Read the story again. Encourage the children to say the answer *Yes, please!* or *No, thank you,* as on page 13. Divide the children into two; one group asks the questions and the other answers them.



### After reading

Give the children some time to turn the pages of the story for themselves. Monitor and ask questions to individual children or the whole group, for example:

*Did you like the story? Who is your favorite character? Do you want to play/some cake?*

Have some objects that children know the names of in English to hand. Ask a confident child to come to the front of the group. Ask them: *Do you want a (pencil)?* and offer them (a pencil). Encourage the child to take (the pencil) and say: *Yes, please!* or refuse (the pencil) and say *No, thank you.* Encourage the children to repeat the phrase. Do the same with different children and objects. Use the phrase cards to help encourage the children.

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

## Differentiation

### Extra support

Ask children to read the story in pairs with one child taking the part of Spot and the other child taking the rest of the parts. Focus on their pronunciation for the questions and answers.

### Extension

Put children into groups of five. Give each child a part: Tom, Steve, Helen, Spot and Mom. Ask them to act out the story and perform it in front of the other children.