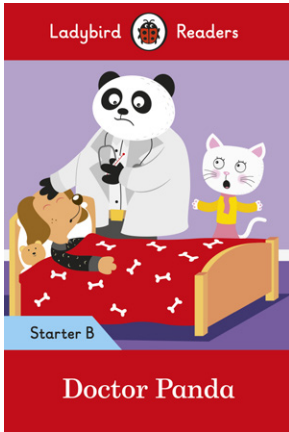


Lesson Plan



Dom Dog is not happy. He is hot. Doctor Panda, Pat Cat, and Gus Goat help Dom Dog.

CEFR Level Pre-A1
Text type: modern story
Word count: 98
Lexile measure: 220L

Lesson objectives

Letters and sounds

h ee oo (long) oo (short)

Vocabulary focus

Animals: *ant, cat, dog, goat, panda*

Parts of the body: *eyes, feet, hand, head, mouth*

Verbs in the present simple: *help, look, see, sit*

Adjectives: *big, black, blue, happy, hot*

General: *book, bag, doctor, garden, socks*

Aims

- read/listen and respond to the story
- identify and recognize key sounds in words
- recognize key words in context
- follow a sequence of events

Resources

Reader

Activity Book

Flashcard download 1–16

Audio download (UK/US) tracks 1, 2, 9

Timing: 30–40 minutes

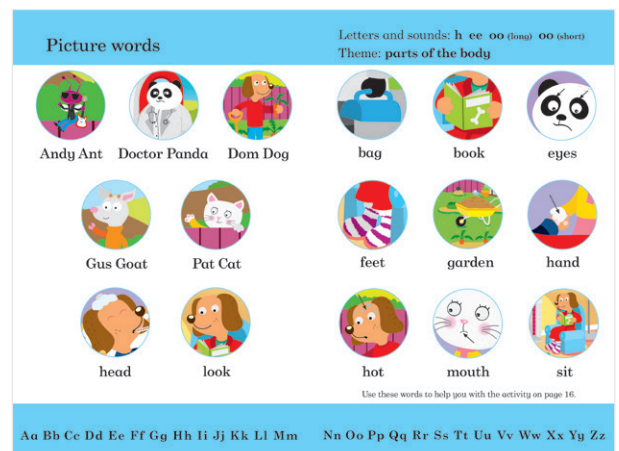
This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 10 minutes for **During reading** and 10 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Make sure that the children are comfortable with the **Picture words** at the start of the Reader and give them the opportunity to go through the wordless version of the story, **Look at the story**. Both of these are available as an audio recording (Audio track 1).



Read out or play the recording of the **Picture words** (Audio track 1). Point to the pictures as the children hear the words. Ask: *Can you see any animals? Which animal do you like best?*

Show the children the front cover of the book, and ask:

Look, who is this? Where is he?

What is he doing?

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 recording of the story (Audio track 2). As you read or listen, point to the different animals on the page. At this stage, the children do not need to have their Readers open, but if they do, ask them to point to the animals as well.

After each page, stop and ask the children simple questions to check their understanding, for example:

*What is wrong with Dom Dog? What is hot?
Who comes to see Dom Dog?*



Read the story again. This time, teach the children some actions to mime at the appropriate point in the story. For example: not happy, hot, taking someone’s temperature, putting on socks, and reading a book. As you read, prompt the children to mime the actions.

After reading

Ask the children which words they can remember from the story, and write these somewhere for all the children to see.

Encourage them to find words from the story which have a particular sound. Spread the

Flashcards out on a surface, so the children can look through them. Ask:

*Can you find a word with the /ee/ sound?
Can you find a word with the /h/ sound?*

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? Who is happy?

Use the activities in the Reader and Activity Book to reinforce key sounds and vocabulary, and to check children’s understanding of the story. The chant on Activity Book page 16 (Audio track 9) will help to develop children’s pronunciation and phonics skills.

Differentiation

Extra support

Draw an outline of a human body on the board. Ask the children to add details, such as the eyes and mouth. Then encourage them to label body parts on the drawing. If the children need more help, provide word cards for them to stick on the drawing instead.

Extension

Play “Doctors and patients” Set up a role-play in class. Practice language such as, *What is wrong? I am hot!* Use props, for example, a doctor’s bag, a plastic stethoscope, or a thermometer.