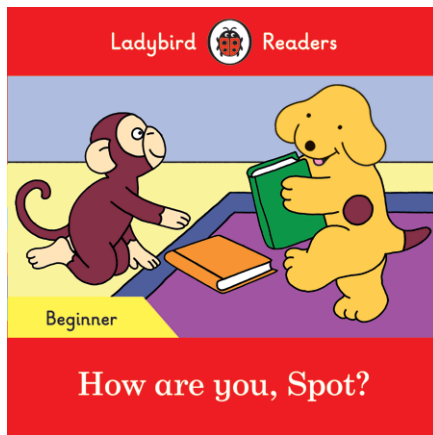


Lesson Plan



Ask and answer “How are you?” with Spot.

CEFR Level First Phrases
Text type: modern story
Word count: 52
Lexile measure: 300L

Lesson objectives

Vocabulary focus

Opening refrain: *Hello, . . . ! How are you, . . . ?*

Answer: *I am well, thank you.*

Names: *Miss Bear, Spot, Helen, Tom, Mom*

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.

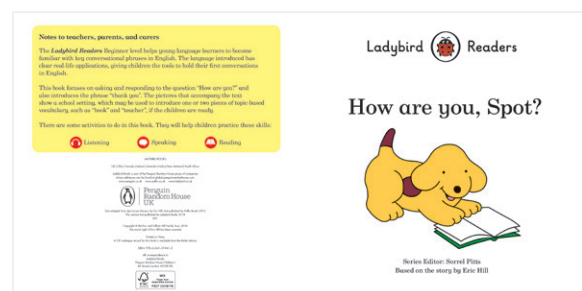
We would suggest 5 minutes for **Before reading**, 15 minutes for **During reading** and 5 minutes for **After reading**. Additional time can be used for further activities.

Lesson plan

Before reading

Show children the title page of the Reader, but hide the title. Ask: *What can you see in the picture?* Elicit the words *dog* and *book*. Then ask: *What is the dog doing?* And establish that it is reading. Ask: *Is it happy or sad?* Elicit that it is a happy dog.

Reveal the title and say it while you point to the dog. Ask: *What is the name of the dog?* Establish that the dog is called Spot. Point to Spot and wave. Say: *Hello, Spot!* Encourage children to say: *Hello, Spot!* and wave. Repeat this until the children are familiar with the words and actions.

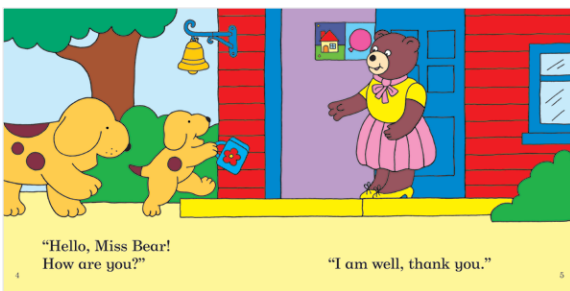


Signal to the children that you are about to read or listen to the story. You might like to use an instrument for this, such as a bell or a triangle, or whisper to the children to create an atmosphere of calm expectation

During reading

Read out or play the Audio recording of the story. As you read or listen, point to each child. 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: *Where is Spot?* Elicit that he’s at school. Point to the bear and ask: *Who is this?* Elicit that it is Miss Bear, Spot’s teacher.



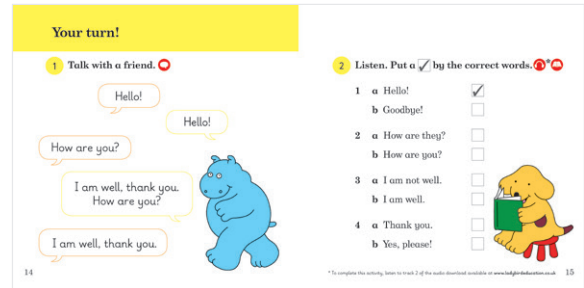
After Reader pages 8–9, stop and ask: *Where is Spot?* Elicit that Spot is in the playground. Point to the hippo, crocodile, and monkey, and ask: *Who are they?* Elicit that they are Spot’s friends. Point to the hippo and ask: *What is her name?* Establish that it is Helen. Ask the name of the crocodile on pages 10–11 (Tom) and the large dog on pages 12–13 (Mom).

Read or listen to the story again. Encourage the class to repeat the question: *How are you?* every time it appears in the story. Read the story again. Encourage the children to repeat the answer: *I am well, thank you* every time it appears in the story. Then, divide the children into two; one group repeats the question and the other the answer.

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 favourite character?*

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



Differentiation

Extra support

Say: *Hello, children!* and display phrase card 1. Encourage the class to reply: *Hello, . . . !* Then say: *How are you?* and display phrase card 2. Hold up phrase card 3 and encourage the children to reply: *I am well, thank you.* Repeat this a few times and then invite pairs of children to the front of the class to repeat this exchange.

Put children into a circle and ask them to throw a ball to each other across the circle. Say: *Stop!* The children who are throwing and catching the ball at that moment have the exchange. Repeat until all the children are confident with the exchange.

Extension

Ask the children to walk around and interact with other children. Encourage them to practise the exchange: *Hello! how are you, . . . ? I am well, thank you* whilst shaking hands. This will give the children a deeper understanding of how the expression is used in real life.