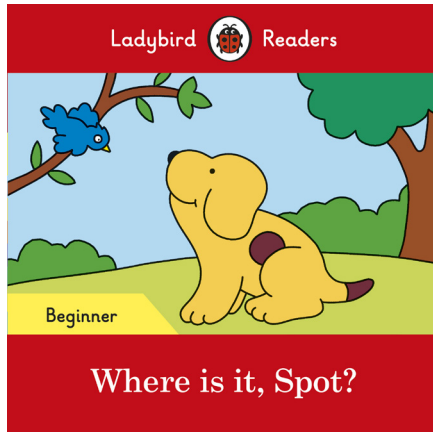


### Lesson Plan



Ask and answer “Where is it” with Spot.

CEFR Level First Phrases

Text type: modern story

Word count: 95

Lexile measure: 130L

## Lesson objectives

### Vocabulary focus

Question word: *Where?*

Places: *grass, net, sky, tree*

Prepositions: *in, on*

General: *bird, has gone, Spot*

### 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.

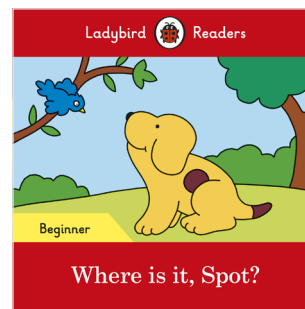
## Lesson plan

### Before reading

Show the children the cover of the Reader but hide the title. If the children don’t know Spot,

point to him and say: *This is Spot*. Establish that Spot is a dog. Point to the bird and ask: *What is this?* Elicit or establish that it is a bird. Ask: *Where is it, Spot?* and establish that the bird is on the tree. Reveal the title and read it out. Encourage the children to repeat it after you.

Turn to the title page, and point to Spot. Ask: *What is Spot doing?* Elicit or establish that Spot is thinking about an answer to a question. Explain that you are going to ask some questions to the class now.



Hold up a couple of classroom objects, for example, a bag and a pen. Put the pen inside the bag and ask: *Where is it, [Jacob]?* Encourage [Jacob] to respond with: *It is in the bag*. Ask more children about other objects. Hold up a couple more objects, for example, a book and a pencil, and put the pencil on top of the book. Ask: *Where is it. [Julia]?* and help [Julia] to respond with: *It is on the book*.

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 point to Spot's friends. If the children don't know them, introduce them as Helen (hippo), Steve (monkey) and Tom (crocodile). Say the question and answer and encourage the children to repeat them after you. Ask: *Where is the ball?* Make sure the children understand the different positions of the bird (on the net) and the ball (in the net). Repeat this process with the other Reader pages.



Divide the class into two halves. One half asks Spot the question and the other half gives his response. 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 question and answer. After the question on Reader pages 12–13, encourage the children to mime the bird flying away as they respond: *It has gone!* Ask other questions, for example: *Are the friends happy or sad?* and elicit: *They are happy.*

### After reading

Keep the children in their two groups and explain that you are going to do a quiz. Start by asking each group in turn a question about the bird. For example, ask a child in Group A to look at Reader pages 6–7. Ask: *Where is the bird, [Luke]?* and award points for the correct answer. Ask a child in Group B a different question.

Expand the quiz by drawing pictures of the bird in other places, using vocabulary that the children already know, for example in a car, on a table. Award points for the correct preposition and extra points if the children can give the correct name of the object the bird is on or in.

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



## Differentiation

### Extra support

Hold up Phrase card 1. Ask: *Where is the bird/ball/tree?* Hold up Phrase card 2. Elicit the answer: *It is in/on the net/grass/tree.* Make sure the children use the correct preposition. Make sure the children understand the difference between in and on.

### Extension

Divide the children into pairs. They can take it in turns to draw a picture of a bird in or on an object, and ask: *Where is the bird?* for their partner to answer. Alternatively, they can ask questions using classroom objects.