

Lesson Plan



Say “Good morning!” with Spot.

CEFR Level First Phrases

Text type: modern story

Word count: 42

Lexile measure: 30L

Lesson objectives

Vocabulary focus

Key phrases: *Good morning/afternoon/evening!*
Goodnight!

Times of day: *afternoon, evening, morning, night*

General: *everyone, 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 1–4

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 sun and ask: *What is this?* Ask: *What time of day is it?* and elicit or establish that it is morning. Reveal the title, and say: *Good morning, Spot!* Ask the children to repeat the greeting after you. Choose a child, and greet the child by name, for example: *Good morning, [Sam]* and elicit the response. Ask individual children to choose another child in the class and greet them by name.



Ask more questions, for example: *Is Spot happy or sad?* and establish that he is happy. Talk about times of day with the children. Teach or elicit the vocabulary *afternoon/evening/night*. Ask: *What’s your favorite time of day? What do you do in the morning/afternoon/evening/at night?*

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. In each picture, point to the clock and check the children’s understanding of the different times of day. Ask questions about the characters, for example, after Reader pages 4–5, ask: *Who can you see?* Establish that the large dog is Mom, and the other characters are Spot’s friends Tom (crocodile), Steve (monkey) and Helen (hippo). Repeat the procedure with the other Reader pages in order to consolidate character recognition.

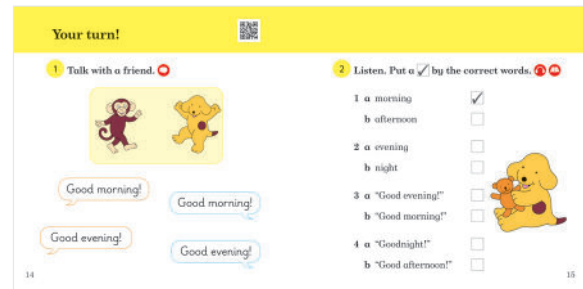


Say: *Good morning, Spot!* and encourage the children to repeat it after you. Look at the whole class and say: *Good morning, everyone!* for the children to repeat. Follow this procedure with the other times of day. Divide the class into two halves and read out or play the story again. This time, stop after every couple of pages. Encourage one half to say: *Good morning/afternoon/evening, Spot!* and the other half to respond to the greeting. Substitute different children’s names for Spot, and help the child to respond: *Good morning/afternoon/evening, everyone!*

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

Go over the greetings again. Display the names *Mom, Tom, Steve, Helen*. Direct the children to specific pages, for example, Reader pages 8–9, and help them to greet each of the characters in turn, for example: *Good evening, Mom!*

Extension

Ask the children to draw a picture of an activity from their own day, and write the appropriate greeting with their name at the top, for example: *Good morning, [Sam]*. Remind them to include a clock in the picture to show the time of day.