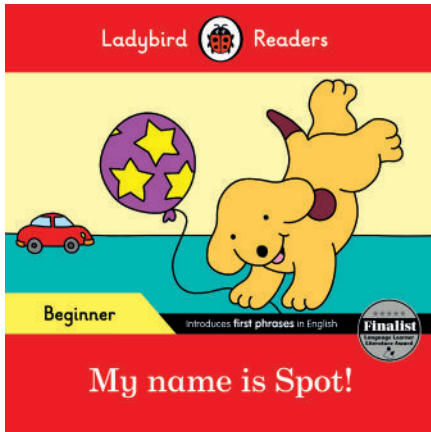


Lesson Plan



Ask and answer “What is your name?” with Spot.

CEFR Level First Phrases
Text type: modern story
Word count: 41
Lexile measure: 100L

Lesson objectives

Vocabulary focus

Question: *Hello! What is your name?*

Answer: *My name is*

Names: *Tom, Steve, Helen, 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 1–3

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 cover of the Reader, but hide the title. Ask: *What can you see in the picture?* Say that you can see *Spot*, a *car* and a *balloon*. Then ask: *What is Spot doing?* Establish that he is playing. Ask: *Is Spot happy or sad?* Elicit that he is happy.

Reveal the title and say it while you point to Spot. Break down the title word by word and ask children to repeat. Repeat, gradually speeding up, until the children are comfortable saying the title. Point to yourself and say: *My name is* Point to each child or bring them to the front of the group and encourage them to say: *My name is* Congratulate each child as they say the sentence correctly.

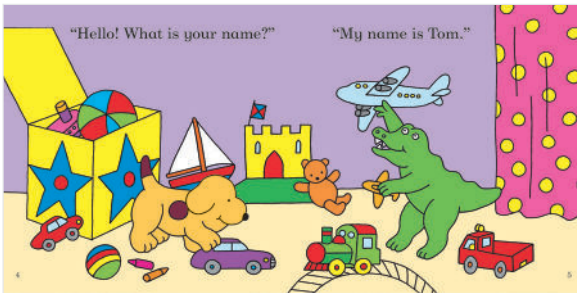


Signal to the children that you are about to read or listen to the story. You might like to use an instrument for this, such as a bell or a triangle, or whisper to the children to create an atmosphere of calm expectation.

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? What is he doing?*



After each double-page spread, point to each character and ask: *Who is this? What are they doing?*

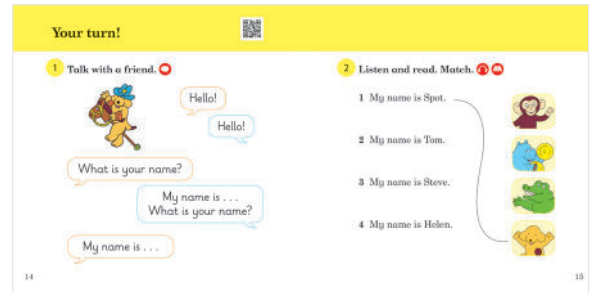
Read or listen to the story again, this time the whole way through to the end. Using the phrase cards, encourage the children to repeat the question: *Hello! What's your name?* every time it appears in the story. Then, read or listen to the story again, this time encouraging the children to say the answer: *My name is Tom, Steve, etc.* For a third time, divide the children into two; one group repeats the question and the other the answer. Each time you read the story, point to a child as you read the question: *What's your name?* on pages 12–13. Ask the question of other children.



After reading

Put children in a circle. Join the circle, turn to the child on your left and say: *Hello! What is your name?* Encourage them to respond: *My name is . . .* They then turn to their left and asks the same question. Stop after each child in the circle has had a turn asking and answering the question.

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



Differentiation

Extra support

Assign each child one of four names: *Tom, Steve, Helen* and *Spot*. Tell each child to keep their name a secret. Ask the children to walk around the group and ask: *What is your name?* Each child responds: *My name is . . .* When two children discover they have the same name, they sit down. When each child has found a partner (or if there is an uneven number of children, a group of three) ask each group: *What is your name?* They respond: *My name is . . .*

Extension

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