



## Where's Spot planning

### Learning intentions

- To enjoy stories
- To recognise repeated sentences. To sequence the story, act it out and use the language in the book.
- To know and understand positional language.
- To learn new vocabulary
- To learn and sing a song about the story.

### CONTENTS

#### Vocabulary

- Positional language: In, on, under, behind, inside.
- Colours: blue, pink, green, yellow, brown, purple,
- Animals: bear, snake, hippo, lion, monkey, turtle, crocodile, penguin.
- Animal food: dog food, honey, banana.
- Adjectives: naughty, good, big, small
- Furniture & household objects: bed, wardrobe, clock, chair, door, doorbell, sofa, table, box, rug, piano, stool, telephone, stairs, basket.
- Family: mummy
- Rooms & time... → Indirect vocabulary



**Language:**

- It's dinner time!
- Eat up your dinner!
- Questions: Is he behind/ inside/ in/ under/in/ the..... ? Where's...?
- There's Spot!

## **BEFORE READING**

### **1. Introduce spot:**

Go to the class with the Spot soft toy inside a bag.

Show the bag to the children and say: *Look a bag...What's in the bag?*

Pass the bag round and let the children feel the bag. Say: *Touch and feel...What is it?*

Let children guess what's in the bag. *It's a...*

Open the bag a little bit without letting the children see what's inside, give out some clues e.g. make a dog sound... *Listen...*

*What's that sound? What is it?*

Open the bag slowly and take out Spot... First the tail, then the legs... Say: *a tail....one leg.... Look is a little dog... his name is Spot, Hello Spot!*

Pass Spot round and let the children say hello to Spot.

### **2. Talk about Spot:** colour, body parts...

Spot brings the book to the class.

Predict what the book is about: Use props: dog bowls (one for Spot and one for Sally) and dog food.

Look at the book pictures without opening the flaps. *What is happening? What do you think is?*

Introduce the animals using flashcards.



### **Material you need**

- Spot
- bag
- bowls
- big book
- dog food
- flashcards

## **DURING READING**

### **1. First reading**

Before opening the book flaps predict if Spot is behind the flap.  
*Is spot in the... let's have a look .... Yes he is / No he isn't.*

### **2. Second reading:**

Remember what animal is behind each flap. Use clues (animal food).

- *Do you remember what animal is behind the.... the animal behind the..... likes to eat bananas... what animal is it?*

Choose a child to lift up the flap....Lift up the flap, please. / What animal can you see? / I can see a...

### **Material you need**

- Big book



## AFTER READING

### 1. Remember the story:

What happens in the story? What animals do you remember? ...

Where was Spot? Where was the (animal)...? (Positional language work)

What animal was behind the door? ...

### Material you need

- big book
- felt board
- felt book
- flashcards

### 2. Activity with Bags:

Put the animals inside the bags, students feel the bags and guess what animal is inside each bag.

One student chooses three animals and put them in the big bag. He/she says one clue for each animal, for example: he likes honey, he hasn't got legs, he has a long tail... The other students guess the three animals.

### Material you need

- Bags
- Animals

### 3. Metal boxes:

Write the name of the animal that is inside the metal box on the box label.

Write the name of the piece of furniture on the box label and guess the animal that is inside.

Write the initial letter of the animal that is inside the metal box for children to guess the animal using initial sound as clues.

Read the labels and order the boxes following the story line. This activity can be used to practice ordinal numbers, and the prepositions after, before and between.

Look which animal is inside the box and write the name outside.



### **Material you need**

- metal boxes
- animals
- chalk

### **4. Practice vocabulary using the pointers and the flashcards.**

The teacher names a flashcard or says an instruction, the children with the pointers, point the correct flashcard

When they know how to play the children can say the instructions or name the flashcards.

Put up target flashcards on the board, use 3 or 4 volunteers to come up to the board. Give them a pointer each, then call out the words and the children swat them. As this is a quick game you can get around the whole class and let everyone have a go.

Show to one child a flashcard, he/she has to use mime so that the rest of the class can guess what flashcard is. In another version they can draw the word on the board for the rest of the class to guess. For older child, you can do as a game/competition, with different teams.

### **Material you need**

- Flashcards
- Pointers

### **5. Song: Where's Spot? (Music: Frere Jacques)**

Learn the song

Show/point to the flashcards

Practice vocabulary: furniture, prepositions

Sing altogether.

Alternate singing: Teacher sings the question *is he in...?* And Students answer (individually or in groups). *No, he's not!*

Sing along with the music



### **Material you need**

- Where's Spot song lyrics,
- Score
- Worksheet
- Filling the gaps.
- Furniture prepositions

### **6. Making things:**

- ✚ Stick puppets.
- ✚ Masks.
- ✚ Books
  - ✓ Make a lift the flap book: draw and colour the animals behind the flap.

### **7. Role play activities**

After working the book, (vocabulary, prepositions etc.) do a book performance.

Spot dresses up with the yellow cape.

Pupils, stand up, in two rows, holding the flashcards.

One student pretends to be Sally while the others sing the song

Sally walks around the rows and in front of the correct flashcard until she gets to the basket flashcard and finds Spot. The last student who is wearing the cape has Spot puppet in his hands.

Spot's cape can be used for Sally as well like the example in the video.

### **Material you need**

- animal and places flashcards
- cape
- song



## **8. DVD activities:**

There are different activity levels:

1. DVD ACTIVITY 1= watch the video and after watching it, order the pictures.
2. DVD ACTIVITY 2= choose the correct preposition: Children watch the video and circle the correct preposition: "Is the bear behind the door?"  
(Prepositions: In, under, behind)
3. DVD ACTIVITY 3= Children watch the video and choose the name of the animal. "Who's behind the door? Who's in the clock?" They have to read and circle the correct option.
4. DVD ACTIVITY 4= Children watch the video and answer some questions related to the places where the animals are hidden. "Is the bear behind the door" Children have to write the answer using the structure: "yes, he is or no, he isn't."

### **Material you need**

- DVD
- DVD Worksheets

## **9. Dice activities**

Throw the dice and name the animal, the furniture or the colour that you can see on the top face.

Throw the dice and make a sentence with what's on the top face.

Throw the dice. Look at the colour on the top face and make a sentence. Using the furniture that has the same colour. *What is yellow? The stairs.* Students make a sentence that has stairs and yellow eg. *The lion is under the yellow stairs*

Throw the dice. Look at the animal on the top face and make a sentence or choose the card with the right sentence.

Throw the dice with the animals. Act out the animal on the top face.

### **Material you need**

- dice
- animals
- furniture
- Sentences to stick on dice.



## **10. Small book activities**

Use small books for individual reading or group reading guided by the teacher.

Children can look at the small books when they finish their task.

Children can take the books home to read them to their parents.

Keep the small books in the class or school library for the children to look at them.

Children can read the story to younger students using the small books.

## **11. Tube sentences**

Make true / false sentences related to the story.

Make a sentence using the tube and dictate it to another student.

Make a sentence and act it out using various media.

Teacher says a sentence and students show the sentence using the tube.

## **12. Spot memory game.**

Use the cards to play memory games or other similar activities.

## **13. English stool**

Use the stool for storytelling.

Use the stool as the "speakers stool". When you sit in it you can only speak in English. If you speak in Catalan you will be fined. (Sing a song / count to 10 / make 100 sit ups...)

## **14. Spot Record keeping book.**

After using the treasure chest pedagogical suitcase users should write if the suitcase has been useful for them and their students. Highlighting the best activities for them and making comments and suggestions to improve activities. Any comment will be welcomed.