

Preparation:

Before the first lesson, take time to familiarise yourself with the story.

The Story – A Party for Teddy

The story is about a blue bear named Teddy. At the beginning of the story, Teddy and his Mum each have a shopping list. Teddy's Mum has bread, butter and cheese on her list, and Teddy has cakes, sweets and ice cream on his list. They go to the shop. Mum and Teddy put all of the things on their lists into the trolley. When they finish, they go to the checkout and then go home. Then Teddy asks his friends to come to his party. Teddy leads his friends back to his house, and Teddy's Mum and Dad welcome them. The children are happy. They eat ice cream, cakes and sweets. Then they dance.

Make 13 wordcards, one each for the following words: **Teddy, Mum, bread, cakes, butter, sweets, ice cream, cheese, an elephant, a giraffe, a rabbit, a mouse and Dad.**

Example wordcard:

Teddy

A Party for Teddy (Little Explorers B)

Seating: The children should be seated on the floor in a semi-circle, and the teacher should be seated in a chair in front of them.

Talking about the cover and contents page (10 minutes)

Hold up the book and point to the cover. Read the title to the class. Read it again and ask the children to repeat it after you. Teach the word **party** in English. Ask the children to repeat it after you.

Point to the picture. Ask, **What can you see in the picture? [bears, a giraffe, an elephant, a dog, a cat, a rabbit and a mouse]** If they do not know the English words, ask for the Arabic names.

Ask children what animal they can see at the front of the picture. **[a bear]** Teach **a bear** in English. Ask children to repeat it after you. Ask them how many bears they can see in the picture. [Three] Repeat the process with each of the other animals **[a giraffe, an elephant, a dog, a cat, a rabbit and a mouse]**.

Talk about the appearance and colour of each animal. **The giraffe is orange and it has purple spots. The giraffe is wearing a hat. The giraffe is wearing green trousers. The giraffe is wearing brown shoes.** Repeat the process for each animal.

Open the book at the contents page. Read the title. Read it again, and ask the children to repeat it after you. Point to Teddy and say, **This is Teddy.** Ask the children to describe Teddy. Say, **What colour is Teddy? [blue], What is Teddy wearing? [a shirt, trousers, shoes]** Ask, **Does Teddy look happy?**

Ask, **What is Teddy doing?** If they cannot say it in English, ask them to tell you in Arabic. Say, **Teddy is pushing a trolley.** Put down the book and mime pushing a trolley while you say, **Teddy is pushing a trolley.** Say it again and ask the children to repeat it after you. Point to the picture of the trolley. Ask the children what is in the trolley. If they do not know

the words [**ice cream, cheese, cakes and sweets**], ask them to tell you in Arabic. Teach the words the words in English.

Reading the story (10 minutes)

Read the story to the children (pages 2 – 21). Turn the pages slowly and give the children time to look at the pictures on each page. Look at the children while you are reading. Check after you have read each page that the children are following the story.

Choose suitable places in the story to pause and ask the children to predict what might happen next. For example, after reading page 15, pause and ask the children, **What are they going to do?** [Have a party.]

If you can, make the story come alive by using different voices for Mum and Teddy.

Page 13 is a chant. Read it through slowly and clearly as before. Then read it again line by line and have the children repeat after you. Then proceed as before with the rest of the story.

After reading (10 minutes)

Close the book and talk to the children about the story. Ask them if they liked it. Ask them what they liked about the story. Ask them if they can remember some of the characters. Ask them to tell you what happened in the story.

Hold up the word card for **Teddy**. Ask the children to repeat it after you. Open the book at page 2. Ask the children to point to Teddy in the picture. Repeat the word again. Follow the same procedure with the wordcards for **Mum, bread, cakes, butter, sweets, ice cream, cheese, an elephant, a giraffe, a rabbit, a mouse and Dad**. Hold up each wordcard in turn, say the word and ask the children to repeat it. Then find a page which contains a matching picture in the book, e.g. **Mum – p.2, bread – p.4, cakes – p.4, butter – p.6, sweets – p.6, ice cream – p.8, cheese – p.9, an elephant – p.10, a giraffe – p.14, a rabbit – p.14, a mouse – p.14, and Dad – p.16.**

If there is time, and if the children are interested, read the story again.

Second Session

- Second Reading and Development of Language Activities

Sample Lesson 2

Preparation:

Make word cards for each for the following words: **I'm, going, to, the, shop**. Choose two or three other sentences from the list below and prepare word cards for each of the words in them.

- This is my list.
- I can get the bread.
- Teddy put the cakes in the trolley.
- Mum and Teddy went to the checkout.
- Come to my party.
- We can have fun.
- This is my house.
- Look at the ice cream.
- This is fun.
- We like dancing.

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Reviewing characters and events in the story (10 minutes)

Without opening the book, ask the children if they can remember the title of the story, and the characters in the story. Ask them to describe the characters. Then ask them to tell you what happens in the story. Hold up the 13 word cards from the previous lesson and ask them to repeat the words. Ask the children if they can remember what each word means.

Turn to pages 22 and 23. Teach children the English word **what**. Point at the dish. Ask, **What is this?** Teach children the English word **dish**. Point at the picture and say, **It's a dish**. The dish and plate look similar. Some children might not be able to see the difference between the dish and plate. You may need to use Arabic here or bring a dish and plate to class to demonstrate. Repeat the process with the other objects [**plate, knife, cup, fork and spoon**].

Reading the story again (10 minutes)

Open the book and read the story again. Encourage children's active participation. Use different voices for Mum and Teddy. Ask the children to repeat the sentences after you. Pause from time to time and ask children questions about the pictures. For example, before you read page 3, ask, **What does Teddy have in his hand?**

Ask children to make predictions. Ask children if they can remember what happens next. For example, after you finish page 13 and before you turn the page, ask, **What does Teddy do now?**, and after you finish page 19 and before you turn the page, ask, **What do they do now?**

After reading (10 minutes)

Write the words **ice cream, cakes, bread** and **cheese** on the board. Say each word out loud as you write it and ask the children to repeat it after you. Read through the names together. Give each of the four children one word card with one of these words on it and ask them to match their card with the correct word on the board.

On the board, write: **I'm going to the shop**. Say each word out loud as you write it and ask the children to repeat it after you. Read the complete sentence with the class. Give five children one word card each with one of the five words from the sentence. Ask them to match their card with the correct word on the board. Arrange the children with their word cards in a line at the front of the class in the same order as the words in the sentence.

Select the other sentences from the book for which you have prepared word cards. Follow the same procedure with these sentences. Write them on the board and read the complete sentence with the children. Then give the appropriate number of children a word card each and ask them to match their card with the correct word on the board. Arrange the children in the same order as the words in the sentences.

Ask children if they can say the word on their word card or the first sound of their word.

Select different pages and ask them what animals they can see on the pages. For example, on page 19 there are two bears, a cat, a rabbit and a mouse.

Third Session

- Review and Follow-up Activities

Sample Lesson 3

Preparation:

Preparation will depend on the follow-up activities that you choose. You may need to prepare all or some of the following items: word cards, material to make puppets and masks, material for drawing pictures.

A Party for Teddy (Little Explorers B)

Reviewing the story (10 minutes)

Read the story to the children again. By now they should be familiar with it. Let them share in the retelling, using different voices for Mum and Teddy for fun.

Follow-up activities (20 minutes)

Choose two or three follow-up activities from the suggestions below.

- 1 Allocate ONE word card to each child in the class. The word cards should have the following 12 words: **Teddy, Mum, list, ice cream, cakes, sweets, bread, butter, cheese, party, shop, or trolley**. In a class of 36, for example, three children will be allocated the word **Teddy**, three children will be allocated the word **Mum**, and so on. Tell the children they are going to hear the story again. Ask them to stand up and sit down when they hear their word mentioned. Read the story again.
- 2 Divide the class into three groups – Mum, Teddy and the other animals (the giraffe, cat, dog, rabbit, etc.). Read the story again. Each group should repeat their character's words after you read them. Choose one child from each group to come and act out their character's part in front of the class (while you read the relevant section). Repeat with the other children so that as many as possible have a turn at acting out the story.
- 3 Choose words from the following list: **plate, dish, knife, fork, cup and spoon**. Say the words and ask the children to draw pictures of the words you say. If the children can cope, add more challenging words such as **trolley, Teddy, Mum, ice cream, cake, bread and cheese**.
- 4 Show children how to make puppets or masks of characters in the story. These can be used in role play.
- 5 Ask children to draw a picture of their favourite character from the story, and write the name of the character at the top of their picture. Display the pictures round the classroom.