

**Preparation:**

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

**The Story – The School Play**

The two children, Tom and Holly, are backstage preparing for the school play. They find the costumes used for plays and try them on. Tom dresses up as a king and Holly dresses up as a queen. They both put on crowns. Tom and Holly invite their Dad and Mum to attend the play. Then they go to visit their Grandma and Grandad and invite them to the play. Dad, Mum, Grandma and Grandad attend the play. Tom and Holly walk out onto the stage. Tom steps on Holly's dress and both children fall down. Tom's crown flies off and lands on Dad's head. Everyone laughs. The End.

Make 11 wordcards, one each for the following words: **Tom, Holly, clothes, a coat, a dress, shoes, a crown, a king, a queen, Grandma and Grandad.**

Example wordcard:

**Play**

**The School Play (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 words **School** and **Play** in English. Ask the children to repeat the words after you.

Point to the picture. Ask, **What can you see in the picture?** Ask the children how many people they can see in the picture. **[six]** Ask the children what else they can see in the picture. **[three mice, a castle, two crowns, some clothing]** If they do not know the English words, ask for the Arabic names.

Talk about the appearance of each person. Point to each person as you describe them. **[The girl is wearing a blue shirt. She has a crown on her head. The boy is wearing a blue shirt. He has a crown on his head. The old woman is wearing a red shirt. She has grey hair. The old man is wearing a green and yellow shirt. He has grey hair. The young woman is wearing a purple and white shirt. The young man is wearing a blue and white shirt.]**

Open the book at the contents page. Read the title. Read it again and ask the children to repeat it after you. This title has a subtitle: **A Tom and Holly Story**. Read the subtitle. Read it again and ask the children to repeat it after you. Tom (the boy) and Holly (the girl) are the two children in the picture. Point to Tom. Say, **This is Tom**. Say the name again and ask the children to repeat it after you. Point to Holly and say, **This is Holly**. Say the name again and ask the children to repeat it after you. Describe Tom. Point at the picture and say, **Tom is wearing a red coat. Tom has a crown**. Describe Holly. Point at the picture and say, **Holly is wearing a green dress. Holly has a crown**.

Ask, **What are Tom and Holly doing?** If they cannot say it in English, ask them to tell you in Arabic. Say, **Tom and Holly are waving their hands.** Put down the book and mime waving while you say, **Tom and Holly are waving their hands.** Say it again and ask the children to repeat it after you.

### **Reading the story (10 minutes)**

Read the story to the children (pages 2 – 23). 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 19, pause and ask the children, **What are they going to do? [Watch a play.]** Ask the children to tell you in Arabic. Teach them the English words.

If you can, make the story come alive by using different voices for Tom, Holly, Dad, Mum, Grandma, and Grandad.

Pages 13 and 14 are chants. Read them through slowly and clearly as before. Read them 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 Tom. Ask the children to repeat it after you. Open the book at page 2. Ask the children to point to Tom in the picture. Say the word again. Follow the same procedure for with the wordcards for **Holly, clothes, coat, dress, shoes, crown, king, queen, Grandma and Grandad.** Hold up each wordcard in turn, say the word and ask the children to repeat it. Find a page which contains a matching picture, e.g. Tom – p.2, Holly – p.2, clothes – p.2, coat – p.3, shoes – p.4, dress – p.5, crown – p.8, king – p.8, queen – p.9.

If there is time, and if the children are interested, read the story again or work with the chants on pages 13 and 14 again.

## Second Session

## Sample Lesson 2

- Second Reading and Development of Language Activities

### Preparation:

Make word cards for each for the following words: **Do, you, like, it?** Choose two or three other sentences from the list below and prepare word cards for each of the words in them.

- I like your coat.
- Look at my blue shoes.
- Do you like them?
- I like your blue shoes.
- Can I have them?
- Please come to the school play.
- We can sit here.
- Can you see my crown

### The School Play (Little Explorers B)

#### 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 11 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 page 12. Teach children the English word **who**. Point at Tom. Ask, **Who is it?** Read the chant. Then read it again. Ask the children to repeat after you. Turn to page 13. Point at Holly. Ask, **Who is this?** Read the chant. Then read it again. Ask the children to repeat after you.

#### Reading the story again (10 minutes)

Open the book and read the story again. Encourage children's active participation. Use different voices for Tom, Holly, Mum, dad, grandma and grandad. 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 is tom wearing?** Ask children if they can remember what happens next. For example, after you finish page 13 and before you turn the page, ask, **What do Tom and Holly do now?;** after you finish page 15 and before you turn the page, ask, **What do they do now?**

#### After reading (10 minutes)

Write the words **shoes, coat, dress** and **crown** on the board. Say each word out loud as you write it and ask the children to repeat it after you. Read through the words together. Select four children. Give each of the four children one word card with one of these words on it. Ask them to match their word card with the correct word on the board.

On the board, write **Do you like it?** Say each word out loud as you write it. Ask the children to repeat it after you. Read the complete sentence with the class. Give four children one wordcard each with one of the four 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 they can see on the pages. For example, Tom, Holly, Grandad and Grandma are on page 17.

### **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: wordcards, material to make puppets and masks, material for drawing pictures.

### **The School Play (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 wordcards should have the following 11 words: **Tom, Holly, clothes, a coat, a dress, shoes, a crown, a king, a queen, Grandma or Grandad**. In a class of 33, for example, three children will be allocated the word **Tom** three children will be allocated the word **Holly**, 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 two groups – Tom and Holly. 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: **Tom, Holly, a coat, a dress, shoes and a ring**. 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 **a crown, a ring and a bed**.
- 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.