

Pre-reading activities

Activity 1: Lessons

Steps:

1. To activate pupils' prior knowledge, ask them how many days there are in a week. Then ask them to name the days of the week.
2. Get pupils into pairs.
3. Ask pupils to brainstorm the lessons they have each day from Monday to Friday.
4. Ask pupils to tell the lessons they have each day from Monday to Friday.
5. Ask pupils how they feel if they have a whole week off school.
6. Tell pupils that they are going to read a story about a girl who has a whole week off school. Ask them to guess what she does during the holiday.

Activity 2: Look at the cover

Steps:

1. Show pupils the cover of the book.
2. Ask pupils what they can see on the cover. Ask them to guess who the man is.
3. Invite a pupil to come out and point to the title.
4. Ask pupils to read aloud the title.
5. Explain the word 'adventures' to pupils: unusual/new activities.
6. Ask pupils to guess what the story is about.
7. Flip to the title page.
8. Ask pupils what they can see.
9. Ask pupils to read aloud the sentence in the speech bubble.
10. Ask pupils to make further guesses about the story.
11. Draw pupils' attention to the sentence and the sandwich below the picture.
12. Read the sentence aloud.
13. Explain to pupils that a sandwich appears in the story here and there. When they are reading the story, they have to help find a sandwich. Ask pupils to pay attention to the picture on each page.

 Reading activities

Activity 1: Story telling

Steps:

1. Look at the pictures and talk about the illustrations. Encourage and prompt pupils to make guesses.
2. When reading aloud the story, use exaggerated intonation and facial expressions as if you are acting out the story.

Page 2, 3

- Point to the picture. Ask: *What can you see? How does Dora feel?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess what they are going to do together.
- Ask pupils if they can spot a sandwich. Invite a pupil to come out and point to it.

Page 4, 5

- Point to the picture. Ask: *What can you see? What happens?*
- Read aloud the sentences. Ask pupils to read after you.
- Invite pupils to come out to point to: a net, a football.
- Ask pupils if they like playing football and how they feel after scoring a goal.
- Ask pupils to guess what they are going to do next.
- Ask pupils if they can spot a sandwich. Invite a pupil to come out and point to it.

Page 6, 7

- Point to the picture. Ask: *What can you see? Where are they? What are they doing?*
- Read aloud the sentences. Ask pupils to read after you.
- Explain to pupils that 'beside' means 'next to'. Invite two pupils to come out and make sentences like 'Amy is beside Tom' to illustrate the meaning of 'beside'.
- Invite pupils to come out to point to: a sandcastle, a bucket, a spade, a shell, a starfish.
- Ask pupils if they like swimming, football and building sandcastles.
- Ask pupils to guess what they are going to do next.
- Ask pupils if they can spot a sandwich. Invite a pupil to come out and point to it.

Hong Kong Student Aid Society Primary School
Primary 3 – Adventure with Daddy (Lesson Plan)

Page 8, 9

- Point to the picture. Ask: *What can you see? Where are they? What are they doing?*
- Read aloud the sentences. Ask pupils to read after you.
- Invite pupils to come out to point to: a cake, icing.
- Ask pupils if they like cakes and sandwiches.
- Ask pupils to guess what they are going to do next.
- Ask pupils if they can spot a sandwich. Invite a pupil to come out and point to it.

Page 10, 11

- Point to the picture. Ask: *What can you see? Where are they? What are they doing?*
- Read aloud the sentences. Ask pupils to read after you.
- Invite pupils to come out to point to: a picnic basket.
- Ask pupils if they like going on picnics and what they have for picnics.
- Ask pupils to guess what they are going to do next.
- Ask pupils if they can spot a sandwich. Invite a pupil to come out and point to it.

Page 12, 13

- Point to the picture. Ask: *What can you see? Where are they? What are they doing?*
- Read aloud the sentences. Ask pupils to read after you.
- Invite pupils to come out to point to: popcorn, ice cream.
- Ask pupils if they like popcorn and ice cream.
- Ask pupils to guess what they are going to do next.
- Ask pupils if they can spot a sandwich. Invite a pupil to come out and point to it.

Page 14, 15

- Point to the picture. Ask: *What can you see? Where are they? What are they doing?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils if they like going to the circus.
- Ask pupils to guess what they are going to do next.
- Ask pupils if they can spot a sandwich. Invite a pupil to come out and point to it.

Page 16, 17

- Ask: *What can you see? What are they doing?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils if they like to spend their days with their family and why.
- Ask pupils if they can spot a sandwich. Invite a pupil to come out and point to it.



Post-reading activities

Activity 1: What is Dora saying?

Steps:

1. Ask pupils to recall what Dora and Daddy did each day.
2. Ask pupils to turn their books to pages 18 and 19.
3. Ask pupils to read the instructions.
4. Ask pupils to turn to the sticker page and do the task.
5. Check answers with pupils.

**Hong Kong Student Aid Society Primary School
Primary 3 – Adventure with Daddy (Lesson Plan)**

Activity 2: Let's read a rhyme

Steps:

1. Before the lesson, prepare enough copies of game sheet 1.
2. Tell pupils that they are going to complete a rhyme about the days of the week.
3. Distribute game sheet 1 to pupils.
4. Ask pupils to finish the task.
5. Check answers with pupils:

The days of the week

S is for Sunday.

It's the first day of the week.

M is for Monday.

Don't oversleep.

T is for Tuesday.

It's time for fun.

W is for Wednesday.

Wonderful things happen.

T is for Thursday.

Let's run under the sun.

F is for Friday.

What a special day for you!

S is for Saturday.

Give thanks when the week is through.

6. Read the rhyme with pupils several times.
7. Ask pupils to guess: why they shouldn't oversleep on Monday; what wonderful things happen on Wednesday; why Friday is a special day; why we give thanks on Saturday. Encourage pupils to be creative.
8. Ask pupils to memorise the rhyme.
9. Divide pupils into two groups. One is group A and one is group B.
10. Ask group A to recite the odd lines and group B the even lines.
11. Ask pupils to swop their roles and repeat step 10.

**Hong Kong Student Aid Society Primary School
Primary 3 – Adventure with Daddy (Lesson Plan)**

Activity 3: What did they do?

Steps:

1. Before the lesson, prepare enough copies of game sheet 2.
2. Divide pupils into groups.
3. Give each group a copy of game sheet 2.
4. Ask pupils to recall and discuss among themselves and write down what Dora and her daddy do during the week.
5. Ask each group to present their answers.
6. Check answers with pupils by asking them to open their books, turn to the relevant pages and find the answers.

Activity 4: Bingo

Steps:

1. Before the lesson, prepare the word cards of: sandwiches, net, beach, sandcastle, popcorn, circus, icing, bucket, spade.
2. Show pupils one of the word cards. Ask them to read aloud the word. Then ask them to flip the pages of the book and find on which page(s) the matching picture is found. After that, put the card on the board.
3. Repeat step 2 until all the cards have been put on the board.
4. Guide pupils to draw a 3 X 3 grid on blank paper.
5. Tell pupils that they are going to play a game of Bingo.
6. Ask pupils to write the words on the board onto the grid. Review the rules if necessary.
7. Remove the cards from the board and put them in a bag.
8. Draw a card from the bag, show it to pupils and ask them to read it aloud. Then ask them to cross out the word on their grid.
9. Repeat step 8 until a pupil (pupils) has (have) shouted, 'Bingo!' The first one who shouts 'Bingo' is the winner.

**Hong Kong Student Aid Society Primary School
Primary 3 – Adventure with Daddy (Lesson Plan)**

Activity 5: Where?

Steps:

1. Divide pupils into 3 groups: group A, group B, group C.
2. Ask pupils to write the letters A, B, C on blank paper respectively.
3. Write the following words on the board: beside, behind, opposite.
4. Invite a pupil from each group to come out. Give the following instructions and guide the three pupils to act accordingly:
 - i. A is beside B.
 - ii. C is next to B.
 - iii. A is behind B.
 - iv. C is behind B.
 - v. A is opposite B.
5. Ask pupils to hold the paper before their chest and walk around the classroom. Randomly give instructions similar to those in step 4. Pupils have to act accordingly.
6. Invite pupils to come out, act as the teacher and give instructions.

Hong Kong Student Aid Society Primary School
Primary 3 – Adventure with Daddy (Lesson Plan)

Activity 6: What is your favourite day of the week?

Steps:

1. Ask pupils to recall what the favourite day of the week of Dora's daddy is.
2. Tell pupils that they are going to find out their classmates' favourite day of the week.
3. Write the following speaking frame on the board:
A: What is your favourite day of the week?
B: My favourite day of the week is Monday.
4. Familiarise pupils with the speaking frame.
5. Distribute game sheet 3 to pupils.
6. Ask pupils to walk around the classroom, interview 5 of their classmates and write down their answers on the game sheet.
7. Do a simple survey with pupils: Write the days of week on the board. Name a day. Ask pupils to raise their hands if it is their favourite day of the week. Work out the favourite day of the class.
**For more able pupils, ask them to explain what makes it their favourite day of the week.*

Activity 7: My holiday

Steps:

1. Before the lesson, prepare enough copies of game sheet 4.
2. Tell pupils to imagine that they have a whole week off school. Ask them to think of what they would like to do during the holiday.
3. Give each pupil a copy of game sheet.
4. Ask pupils to write down what they would like to do each day briefly, e.g., ride a bicycle, fly a kite.
5. After pupils have finished, divide pupils into groups.
6. Ask pupils to tell their group members what they would like to do each day.

Game sheet 1

Fill in the blanks with 'sun', 'oversleep', 'happen' and 'through'.

The days of the week

S is for Sunday.

It's the first day of the week.

M is for Monday.

Don't _____.

T is for Tuesday.

It's time for fun.

W is for Wednesday.

Wonderful things _____.

T is for Thursday.

Let's run under the _____.

F is for Friday.

What a special day for you!

S is for Saturday.

Give thanks when the week is _____.

Game sheet 2

Days of the week	What Dora did with Daddy
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Game sheet 3

Name	Favourite day of the week

Hong Kong Student Aid Society Primary School
Primary 3 – Adventure with Daddy (Lesson Plan)

Game sheet 4

Days of the week	What I do?
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)

Pre-reading activities

Activity 1: What should I do?

Steps:

1. Pretend that you are not feeling well. Tell pupils that you are ill. Ask them what you should do. If they have difficulty in expressing themselves in English, provide them with the vocabulary. Write the answers on the board.
2. Ask pupils how they feel when they are ill.
3. Tell pupils that they are going to read a story about someone who is ill.

Activity 2: Look at the cover

Steps:

1. Show pupils the cover of the book.
2. Ask pupils what they can see on the cover. Ask them who is ill and guess what is wrong with Patrick. Then ask them what SpongeBob is doing and to guess why he is juggling.
3. Invite a pupil to come out and point to the title.
4. Ask pupils to read aloud the title.
5. Ask pupils to guess what the story is about.
6. Flip to the title page.
7. Ask pupils what they can see.
8. Ask pupils to make further guesses about the story.
9. Draw pupils' attention to the sentence and the ticket below the picture.
10. Read the sentence aloud.
11. Explain to pupils that a ticket appears in the story here and there. When they are reading the story, they have to help find a ticket. Ask pupils to pay attention to the picture on each page.

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)



Reading activities

Activity 1: Story telling

Steps:

1. Look at the pictures and talk about the illustrations. Encourage and prompt pupils to make guesses.
2. When reading aloud the story, use exaggerated intonation and facial expressions as if you are acting out the story.

Page 2, 3

- Point to the picture. Ask: *What can you see? How does SpongeBob feel? What is he holding in his hand? What is he going to do?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess what a circus is.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Page 4, 5

- Point to the picture. Ask: *What can you see? What happens?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess what a circus is.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Page 6, 7

- Ask: *What can you see? What is Patrick doing? Why is Patrick pulling SpongeBob's leg?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess what happens next.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Page 8, 9

- Ask: *What can you see? What is Patrick/SpongeBob doing? How does Patrick/SpongeBob feel?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess what happens next.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)

Page 10, 11

- Ask: *What can you see?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils if they have been taken to a circus.
- Draw pupils' attention to the acrobats, the ringmaster and the juggler. Write the words on the board and familiarise pupils with the words.
- Ask pupils to guess what happens next.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to them.

Page 12, 13

- Ask: *What can you see? What happens?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess what happens next.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Page 14, 15

- Ask: *What can you see? What is SpongeBob doing? How does he feel?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils why SpongeBob felt bad.
- Ask pupils to guess what happens next.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Page 16, 17

- Ask: *What can you see? What is SpongeBob doing? How does he/Patrick feel?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess what happens next.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Page 18, 19

- Ask: *What can you see? What is SpongeBob doing? How does he/Patrick feel?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess what happens next.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Page 20, 21

- Ask: *What can you see? What is Patrick doing? How does Patrick feel?*
- Read aloud the sentences. Ask pupils to read after you.
- Ask pupils to guess why Patrick could forget his fever.
- Ask pupils to suggest ways to cheer their friends up when their friends are ill.
- Ask pupils if they can spot a ticket. Invite a pupil to come out and point to it.

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)



Post-reading activities

Activity 1: The circus

Steps:

1. Ask pupils to recall what SpongeBob saw in the circus.
2. Ask pupils to turn their books to pages 22 and 23.
3. Ask pupils to read the instructions.
4. Ask pupils to turn to the sticker page.
5. Go through the words and the pictures with pupils.
6. After pupils to do the task on pages 22 and 23.

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)

Activity 2: Let's read a nursery rhyme

Steps:

1. Before the lesson, write the following nursery rhyme on a large sheet of paper:

Miss Polly Had A Dolly

Miss Polly had a dolly who was sick, sick, sick.

So she phoned for the doctor to be quick, quick, quick.

The doctor came with his bag and hat,

And knocked at the door with a rat tat tat.

He looked at the dolly and shook his head,

And said, "Miss Polly, put her straight to bed."

He wrote a pad for a pill, pill, pill.

"I'll be back in the morning with my bill, bill, bill."

2. Tell pupils that they are going to read a rhyme about someone who is ill.
3. Put the paper on the board.
4. Ask pupils to read the rhyme with you.
5. Explain words like 'pills' and 'bills' to pupils.
6. Ask comprehension questions about the nursery rhyme.
7. Ask pupils to suggest actions that go with the rhyme.
8. Ask pupils to read aloud the rhyme while doing the actions.
9. Ask pupils to read the rhyme faster and faster.

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)

Activity 3: Make a guess

Steps:

1. Before the lesson, prepare word cards of: clown, musician, juggler, ringmaster, acrobat, fever, tent.
2. Put the cards on the board. Familiarise pupils with the pronunciation and meaning of them.
3. Ask pupils to suggest actions to show the meaning of the words.
4. Point to the words randomly. Pupils have to read aloud the words and do the corresponding actions.
5. Put the cards in a bag.
6. Invite a pupil to come out and draw a card. He/she then does the corresponding action. Ask the class to make a guess.
7. Repeat step 6 until pupils are familiar with the words.

Activity 4: Action and result

Steps:

1. Before the lesson, prepare enough blank paper and copies of game sheet 1. Cut each copy of game sheet 1 into paper strips. Put each set in an envelope.
2. Tell pupils that your brother Sam ate some dirty food yesterday and he was sick.
3. Write the following sentences on the board:
Sam ate some dirty food yesterday. Sam was sick.
4. Tell pupils that the first sentence shows an action, while the second shows the result, so these sentences can be linked together using 'so'. Write the following sentence on the board:
Sam ate some dirty food yesterday, so he was sick.
5. Draw pupils' attention to the use of the pronoun 'he' in the clause after 'so'.
6. Ask pupils to flip the pages of the book and find similar sentences (page 6 and 13).
7. Divide pupils into groups.
8. Give each group an envelope and a sheet of blank paper.
9. Ask pupils to pair up the sentences and re-write them using 'so'.
10. In turn, ask each group to write a sentence on the board. Check if the sentences written are correct.

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)

Activity 5: The past form

Steps:

1. Before the lesson, make enough copies of game sheet 2.
2. Get pupils into pairs.
3. Give each pair a game sheet.
4. Ask pupils to discuss and write down the past form of the verbs.
5. After pupils have finished, ask them to open their storybooks and check the answers. Tell them that all the verbs are taken from the story.
6. Check answers with pupils.

Activity 6: Expressions

Steps:

1. Before the lesson, prepare word cards of: Oh dear! Ouch! Yippee!
2. Put the cards on the board.
3. Ask pupils to recall when SpongeBob uses these formulaic expressions.
4. Go through the situations under which SpongeBob uses these expressions by asking pupils to turn their books to pages 5, 7 and 9.
5. Familiarise pupils with the pronunciation of these expressions and the correct intonation.
6. Remove the card from the board.
7. Show the cards to pupils randomly and ask them to read aloud the expressions with the correct intonation.
8. Invite pupil to come out, play the role of the teacher and repeat step 7.

Activity 7: A ticket

Steps:

1. Before the lesson, prepare enough blank paper. Cut each sheet of paper into paper slips for pupils to make tickets.
2. Ask pupils what SpongeBob needs to go to the circus to elicit 'a ticket'.
3. Tell pupils that they are designers and they are going to design a ticket for a circus.
4. Give each pupil a paper slip.
5. Encourage pupils to be creative, e.g., they can give a name to the circus, put the date on the ticket.
6. After pupils have finished, ask them to show their tickets to their classmates sitting

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)

around them.

7. Collect the tickets and have a look.
8. Give the tickets to pupils and praise them for their creativity.

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)

Game sheet 1

Action	Result
There was a fire.	Everyone ran out of the building quickly.
It is raining.	We cannot play outside.
The dog saw a stranger.	The dog barked loudly.
Susan got up late.	Susan was late for work.
My brother was sick.	My brother did not go to school yesterday.

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was III (Lesson Plan)

Game sheet 2

is	
go	
look	
want	
try	
run	
are	
have/has	
stand	
do	

Hong Kong Student Aid Society Primary School
Primary 3 – The Day Patrick Was Ill (Lesson Plan)

help	
think	
feel	
leave	
dress	
take	
juggle	
forget	
get	

Scope and Sequence

Text Type	Story	
Vocabulary	<ul style="list-style-type: none"> • princess • unicorn • witch 	<ul style="list-style-type: none"> • basket • castle • treats • magic • picture
Language Functions and Focus	<ul style="list-style-type: none"> • Use the simple past tense to talk about past activities or events 	<p>Dora found the red ring in a deep, dark cave.</p> <p>She tiptoed toward the shiny ring, but just as she reached for it, the dragon awoke!</p>
	<ul style="list-style-type: none"> • Use adverbs to describe manner 	<p>The moon gladly agreed to help Sleeping Boots by visiting the king and queen.</p> <p>Boots held the basket tightly to make sure he didn't drop it.</p>
	<ul style="list-style-type: none"> • Use the connectives 'first' and 'then' to express sequences 	<p>To become a true princess, first Dora had to find the red ring. Then she had to teach the rocks to sing. Then she had to change winter into spring.</p>
Reading Strategies	<ul style="list-style-type: none"> • Predicting <input checked="" type="checkbox"/> • Scanning <input type="checkbox"/> • Sequencing <input type="checkbox"/> • Summarising <input type="checkbox"/> • Vocabulary in Context <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> • Storytelling <input type="checkbox"/> • Shared Reading <input type="checkbox"/> • Guided Reading <input checked="" type="checkbox"/> • Independent Reading <input checked="" type="checkbox"/> • Grammar in Context <input checked="" type="checkbox"/>
Reading Skills and Activities: Book and Story Awareness	<ul style="list-style-type: none"> • Scan cover and text for information <input checked="" type="checkbox"/> • Summarise and retell main theme/s of the story <input type="checkbox"/> • Answer text-dependent questions <input checked="" type="checkbox"/> • Make, modify and confirm predictions about a story <input checked="" type="checkbox"/> • Demonstrate basic understanding of story characters and sequences of events <input checked="" type="checkbox"/> • Make connection between personal experience and story characters <input type="checkbox"/> • Discuss personality and behaviour of story characters, and their actions in story <input checked="" type="checkbox"/> • Understand the meaning of extended punctuation – colon, semicolon, hyphen, parenthesis, ellipsis <input type="checkbox"/> 	

<p>Reading Skills and Activities: Comprehension, Phonemic Awareness, Vocabulary and Grammar</p>	<ul style="list-style-type: none"> • Identify consonant and vowel sounds <input type="checkbox"/> • Identify syllables in words, and regular and irregular patterns <input type="checkbox"/> • Awareness of rhyme, alliteration and sounds of language <input type="checkbox"/> • Ask and answer clarifying questions, including 'who', 'what', 'where', 'when', 'how', 'why' and 'what if' <input checked="" type="checkbox"/> • Use new words in a variety of contexts <input checked="" type="checkbox"/> • Relate pictures to words <input checked="" type="checkbox"/> • Read aloud fluently and with accuracy, comprehension, proper intonation, appropriate pace/rate; with attention to punctuation <input checked="" type="checkbox"/>
<p>Game Sheet and Worksheet Activities</p>	<ul style="list-style-type: none"> • Develop expressive language <input checked="" type="checkbox"/> • Share, draw and express imaginative ideas in response to visual cues <input checked="" type="checkbox"/> • Construct a variety of simple and complex sentences, using conjunctions, prepositions and adverbs correctly <input checked="" type="checkbox"/> • Use correct subject-verb agreement and noun-pronoun agreement <input type="checkbox"/> • Rearrange letters or words to form proper words or sentences <input type="checkbox"/> • Infer and interpret text using several related items of information <input checked="" type="checkbox"/>



Pre-Reading Activities

Activity 1: Fairy tales

Steps:

1. Tell learners that you like reading fairy tales and you are going to show them the pictures of three fairy tale characters.
2. Show learners the pictures of Snow White, Rapunzel and Red Riding Hood one at a time (see Appendix). Ask learners to name each fairy tale character and ask them if they have read the fairy tales.
3. Ask learners who are familiar with these fairy tales to briefly tell each story to the class.
4. Tell learners that Dora is in Fairy Tale Land and that they are going to read two fairy tales about her.

Activity 2: Look at the cover and title page

Steps:

1. Show learners the cover of the book.
2. Ask learners what they can see on the cover.
3. Ask learners which fairy tale this reminds them of.
4. Ask learners to guess what the story is about.
5. Invite a learner to come out and point to the title, the author and the illustrator.
6. Divide learners into groups.
7. Ask learners to read the title aloud.
8. Ask each group to guess what each story is about.
9. Invite the groups to come out and share their guesses with the class.
10. Tell learners to pay attention to the story and check if their guesses (predictions) were correct at the end of each story.



Reading Activities

Activity 1A: Supported reading (Chapter One: *Sleeping Boots*)

Steps:

1. Read the first story aloud, one section at a time.
2. Ask learners to read each section silently on their own. Then recap the story.
3. Encourage learners to discuss and predict what might happen next in the story.
4. Tell learners to pay attention to the story and to check if their guesses (predictions) were correct at the end of the story.
5. Review the text with learners if necessary.

Suggested sections and questions:

Page 2, 3

- Ask learners what they can see and describe how the characters feel.
- Ask learners to predict what happens next.

Page 4-7

- Ask learners what Dora had to do to become a true princess.
- Ask learners to guess why the prince became a dragon.
- Ask learners to guess what the magic music box can do.

Page 8-13

- Ask learners how Dora taught the rocks to sing and how she changed winter into spring.
- Ask learners what the little rabbit gave Dora.
- Ask learners to guess what the magic hairbrush can do.

Page 14-17

- Ask learners what Dora did with the magic hairbrush and what plan did Dora and her friends come up with.
- Ask learners to guess why the moon agreed to help Sleeping Boots.
- Ask learners to predict what happens next.

Page 18-21

- Ask learners why the king and queen made Dora a true princess.
- Ask learners what Dora did to save Boots.
- Ask learners if they would try and save Boots if they were Dora and why.

Activity 1B: Supported reading (Chapter Two: *Grandma’s House*)

Steps:

1. Read the second story aloud, one section at a time.
2. Ask learners to read each section silently on their own. Then recap the story.
3. Encourage learners to discuss and predict what might happen next in the story.
4. Tell learners to pay attention to the story and to check if their guesses (predictions) were correct at the end of the story. Review the text with learners if necessary.

Suggested sections and questions:

Page 22-23

- Ask learners what they can see and describe how the characters feel.
- Ask learners to predict what happens next.

Page 24-27

- Ask learners what Dora and Boots had to do to get to Grandma’s house.
- Ask learners to tell what Swiper wanted to do when Dora and Boots were crossing the river.
- Ask learners to describe the Bumpy Bridge.
- Ask learners what Boots did to make sure that he did not drop the basket.
- Ask learners to predict what happens next and to guess if Swiper will follow Dora and Boots.

Page 28-35

- Ask learners why Dora knew that the funny tree was not a real tree.
- Ask learners to name Grandma’s favourite treat and why she liked the picture best.
- Ask learners why Dora and Boots cheered.



Post-Reading Activities

Activity 1: What did Princess Dora do?

Steps:

1. Before the lesson, prepare enough copies of Game Sheet 1.
2. Give a copy of Game Sheet 1 to each learner.
3. Read the instructions and go through the example with learners.
4. Ask learners to complete the game sheet.
5. Check answers with learners.
** For more able learners: Ask them to find more examples of the simple past tense from the first story. Ask learners to share these sentences with the class.*

Activity 2: Expressing sequences

Steps:

1. Write the following connectives on the board: 'first', 'then', 'next', 'finally'.
2. Ask learners to recall what Dora had to do to become a true princess using the four connectives.
3. Divide learners into groups.
4. Tell learners that they are going to rewrite the story.
5. Ask each group to write four things Dora had to do to become a true princess. Tell learners to use the connectives to show the sequence. Encourage learners to be creative.
6. Invite each group to come out and present their sentences.

Activity 3: Grandma’s House

Steps:

1. Before the lesson, prepare enough copies of Game Sheet 2. Cut each game sheet into strips of paper and put each set into an envelope. Prepare as many envelopes as you need, one for each group in your class.
2. Divide learners into groups.
3. Give each group an envelope, a blank piece of paper and some glue.
4. Ask learners to arrange the sentences in the order that they appear in the story and paste them onto the blank piece of paper without referring to their storybooks.
5. Check answers with learners. The first group that finishes the task correctly wins.

Activity 4: Bingo

Steps:

1. Before the lesson, prepare the following word and picture cards: prince, princess, castle, fox, witch, dragon, unicorn, basket, ring. Put the picture cards in a bag.
2. Stick the word cards on the board. Ask them to read each word aloud.
3. Invite a learner to come out, draw a picture card from the bag and stick it under the corresponding word on the board.
4. Repeat step 3 until all the cards have been put on the board.
5. Guide learners to draw a 3 X 3 grid on a blank piece of paper.
6. Tell learners that they are going to play a game of Bingo.
7. Ask learners to copy each word or phrase on the board into one of the squares in their grid, until their grid is filled. They can write the words in any of the squares. Review the rules if necessary.
8. Remove the picture cards from the board and put them in a bag.
9. Draw a card from the bag, show it to the learners and ask them what is/are shown on the card. Then put the card on top of the corresponding word card on the board, covering the word. Then ask learners to cross out the word on their grid.
10. Repeat step 9 until a learner (or learners) has (or have) shouted, 'Bingo!' The first one who shouts 'Bingo' is the winner.

Activity 5: Grandma's House: Using the simple past tense

Steps:

1. Before the lesson, prepare enough copies of Game Sheet 3.
2. Give a copy of Game Sheet 1 to each learner.
3. Read the instructions and go through the example with learners.
4. Ask learners to complete the game sheet.
5. Check answers with learners.
** For more able learners: Ask them to find more examples of the simple past tense from the first story. Ask learners to share these sentences with the class.*

Activity 6: What do you do before going to school?

Steps:

1. Before the lesson, prepare enough blank pieces of paper.
2. Write the following connectives on the board: 'first', 'next', 'then', 'finally'.
3. Tell learners to write four sentences about what they do before going to school every day using the connectives.
*For less able learners, write some example sentences, e.g. 'First I brush my teeth.', 'Next I wash my face.', 'Then I have my breakfast.', 'Finally I put on my shoes.'
4. Divide learners into pairs.
5. Ask them to share their sentences with their partners.
6. Invite learners to share their sentences with the class.

Activity 7: Adverbs

Steps:

1. Before the lesson, prepare enough copies of Game Sheet 4.
2. Tell learners that we use adverbs of manner to describe how something happens or how someone does something. Explain that adverbs of manner are usually used either after the object or the main verb.
3. Walk around the classroom slowly. Ask learners, 'Did I walk slowly or quickly?' to elicit the answer 'slowly'. Then walk around the classroom quickly and ask learners the same question to elicit the answer 'quickly'.
4. Tell learners that we use 'slowly' or 'quickly' to describe how people walk. We can use other words to describe how people do things.
5. Ask learners to look through their storybooks and answer the following questions. Ask the questions one by one, allowing time for learners to find the relevant sentence, put up their hands and tell you the answer. Write the answers on the board.
 - i. How did Dora's friends climb up her hair? (quickly, page 15)
 - ii. How did the moon agree to help Sleeping Boots? (gladly, page 16)
 - iii. How did Boots open his eyes? (slowly and sleepily, page 20)
 - iv. How did Boots hold the basket? (tightly, page 27)
6. Divide learners into pairs.
7. Ask learners to work with their partner to come up with a sentence or to think of how to mime an action for each adverb of manner on the board.
8. Invite each pair to share their sentences or actions with the class.

Game Sheets, Bonus Worksheets and Answer Key

Game Sheet 1 (for Post-Reading Activity 1)

What did Dora do to become a true princess? Complete the sentences using the given words in the simple past tense.

The first example has been done for you.

1. Dora found the red ring. (find/the/red ring)

2. Dora _____.
(teach/the rocks to sing)

3. Dora _____ and _____.
(open /the music box/turn the handle)

4. Dora _____.
(open/the bag of sunshine)

5. Dora _____ with _____.
(brush her hair/a magic hairbrush)

6. Dora _____.
(jump/from star to star)

7. Dora _____.
(pass/all her tests)

8. Dora _____.
(give/Boots a big hug)

Game Sheet 2 (for Post-Reading Activity 3)

Dora's grandmother had a cold. Dora wanted to do something to make her feel better.

She prepared some yummy treats and drew a special picture for her grandmother. She put them in a basket.

Mami told Dora and Boots to be careful of Swiper.

Dora and Boots crossed the Turtle River.

Swiper wanted to swipe the picnic basket but crashed into a tree.

Dora and Boots crossed the Bumpy Bridge.

A tree with a tail followed Dora and Boots.

Dora knew it was Swiper.

Swiper ran away.

Dora and Boots finally reached Grandma's house.

Grandma loved her treats and hugged her special visitors.

Game Sheet 3 (for Post-Reading Activity 5)

Fill in the blanks using the simple past tense of the words in brackets. The first example has been done for you.

Once upon a time, a little girl called Dora lived (live) with her parents in the woods.

One day, she _____ (hear) that her grandmother had a cold. Dora _____ (want) to make her grandmother feel better.

She _____ (take) some treats and _____ (draw) a special picture for her grandmother.

Dora and Boots _____ (cross) the Turtle River and the Bumpy Bridge.

Boots _____ (hold) the basket tightly and _____ (carry) it safely to the other side. Along the way, Swiper the fox

_____ (try) to swipe the basket of treats.

Dora and Boots finally _____ (reach) Grandma’s house. Grandma _____ (love) all the treats but her favourite _____

(is) the picture Dora _____ (draw) for her.

Grandma _____ (hug) her special visitors.

Bonus Worksheet 1: Reading Comprehension Skills

What did Dora do to become a true princess? Put the sentences in the correct order. Write the numbers 1 to 4 in the boxes in the correct order.

	She taught the rocks to sing.
	She brought the moon to the king and queen.
	She found the red ring.
	She changed winter into spring.

Look at the pictures and complete the sentences. You can use your books to check your answers.

1.	The stars flew down from the sky and made a _____.
2.	A sleeping _____ was guarding the red ring.
3.	A rabbit gave Dora a magic _____.
4.	The prince gave Dora a magic _____.

Bonus Worksheet 2: Reading Comprehension Skills

Read the sentences below and draw a line to link each sentence with the correct fairy tale.

1. The mean witch flew away and was never heard from again. ●
2. Mami told Dora and Boots to be careful. ●
3. Swiper wanted to swipe Dora's basket. ●
4. Dora passed all the tests. ●
5. Boots held the basket tightly to make sure he didn't drop it. ●
6. Dora gave Boots a big hug and woke him up. ●
7. A funny tree with a tail followed Dora and Boots. ●
8. Dora brushed her hair with the magic hairbrush. ●
9. Dora had to do four things to become a true princess and save Boots. ●
10. Dora and Boots had to cross the Turtle River and the Bumpy Bridge. ●











Bonus Worksheet 3: Vocabulary Skills

Read the words and draw a picture for each word.

<p>a basket</p>	<p>a unicorn</p>
<p>a castle</p>	<p>a fox</p>

Bonus Worksheet 4: Grammar/Language Function Skills

Fill in the blanks using the words in the box below. Each word can be used only once.

	loudly	slowly	patiently	beautifully
	quietly	quickly	sleepily	safely
1. 	The floor is wet. Please walk _____.			
2. 	Bryan is a very good singer. He sang _____ at the party last week.			
3. 	The teacher told us to read our storybooks _____.			
4. 	Our neighbour’s dog was barking _____ all night.			
5. 	She waited for her friend _____ for an hour.			
6. 	The nurse held the sleeping babies _____ in her arms.			
7. 	She was very tired and yawned _____.			
8. 	The children were hungry and finished the pizza _____.			

Game Sheet Answer Key

Answer Key for Game Sheet 1: (Post-Reading Activity 1)

What did Dora do to become a true princess? Complete the sentences using the given words in the simple past tense. The first example has been done for you.

1. Dora found the red ring. (find/the/red ring)
2. Dora taught the rocks to sing.
(teach/the rocks to sing)
3. Dora opened the music box and turned the handle.
(open /the music box/turn the handle)
4. Dora opened the bag of sunshine.
(open/the bag of sunshine)
5. Dora brushed her hair with a magic hairbrush.
(brush her hair/a magic hairbrush)
6. Dora jumped from star to star. (jump/from star to star)
7. Dora passed all her tests. (pass/all her tests)
8. Dora gave Boots a big hug. (give/Boots a big hug)

Game Sheet Answer Key

Answer Key for Game Sheet 3: (Post-Reading Activity 5)

Fill in the blanks using the simple past tense of the words in brackets. The first example has been done for you.

Once upon a time, a little girl called Dora lived (live) with her parents in the woods. One day, she heard (hear) that her grandmother had a cold. Dora wanted (want) to make her grandmother feel better. She took (take) some treats and drew (draw) a special picture for her grandmother.

Dora and Boots crossed (cross) the Turtle River and the Bumpy Bridge. Boots held (hold) the basket tightly and carried (carry) it safely to the other side. Along the way, Swiper the fox tried (try) to swipe the basket of treats.

Dora and Boots finally reached (reach) Grandma's house. Grandma loved (love) all the treats but her favourite was (is) the picture Dora drew (draw) for her. Grandma hugged (hug) her special visitors.

**Bonus Worksheet
Answer Key**

**Answer Key for Bonus Worksheet 1:
Reading Comprehension Skills**

What did Dora do to become a true princess? Put the sentences in the correct order. Write the numbers 1 to 4 in the boxes in the correct order.

<u>2</u>	She taught the rocks to sing.
<u>4</u>	She brought the moon to the queen and king.
<u>1</u>	She found the red ring.
<u>3</u>	She changed winter into spring.

Look at the pictures and complete the sentences. You can use your books to check your answers.

1.	The stars flew down from the sky and made a <u>stairway</u> .
2.	A sleeping <u>dragon</u> was guarding the red ring.
3.	A rabbit gave Dora a magic <u>hairbrush</u> .
4.	The prince gave Dora a magic <u>music box</u> .

Bonus Worksheet Answer Key

Answer Key for Bonus Worksheet 2: Reading Comprehension Skills

Read the sentences below and draw a line to link each sentence with the correct fairy tale.








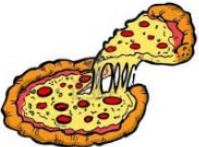
1. The mean witch flew away and was never heard from again.
2. Mami told Dora and Boots to be careful.
3. Swiper wanted to swipe Dora's basket.
4. Dora passed all the tests.
5. Boots held the basket tightly to make sure he didn't drop it.
6. Dora gave Boots a big hug and woke him up.
7. A funny tree with a tail followed Dora and Boots.
8. Dora brushed her hair with the magic hairbrush.
9. Dora had to do four things to become a true princess and save Boots.
10. Dora and Boots had to cross the Turtle River and the Bumpy Bridge.



**Bonus Worksheet
Answer Key**

**Answer Key for Bonus Worksheet 4:
Grammar/Language Function Skills**

Fill in the blanks using the words in the box below. Each word can be used only once.

loudly	slowly	patiently	beautifully
quietly	quickly	sleepily	safely
1. 	The floor is wet. Please walk <u>slowly</u> .		
2. 	Bryan is a very good singer. He sang <u>beautifully</u> at the party last week.		
3. 	The teacher told us to read our storybooks <u>quietly</u> .		
4. 	Our neighbour's dog was barking <u>loudly</u> all night.		
5. 	She waited for her friend <u>patiently</u> for an hour.		
6. 	The nurse held the sleeping babies <u>safely</u> in her arms.		
7. 	She was very tired and yawned <u>sleepily</u> .		
8. 	The children were hungry and finished the pizza <u>quickly</u> .		

Appendix

Online Question Answer Key:

Learners will see a total of 5 questions in the online version of this book, randomly generated from the following set of questions. For your reference and information, we provide the full set of questions and answers here.

1. Who made Boots go to sleep?
 - a princess
 - a witch
 - a king
 - a queen

2. Where did Dora find the ring?
 - in a castle
 - in a forest
 - in a cave
 - in a box

3. What did the dragon turn into?
 - Boots
 - a prince
 - a princess
 - a king

4. The bag of sunshine made winter turn to _____.
 - autumn
 - summer
 - warmer
 - spring

5. How did Dora's friends get to the top of the tower?
 - They climbed a ladder.
 - They climbed up the stairs.
 - They flew up on a unicorn.
 - They climbed up her hair.

6. How did the king and queen reward Dora?
 - They gave her a present.
 - They made her a princess.
 - They made her a prince.
 - They sent her to sleep.

7. Dora and Boots need to watch out for the _____.

- sneaky fox
 - bumpy bridge
 - funny tree
 - yummy treats
8. What is in Grandma's basket?
- a fox and a picture
 - Boots and some treats
 - a picture and some treats
 - Dora and Boots
9. Why did Dora go to see her grandmother?
- because her grandmother was hungry
 - because her grandmother was sick
 - because her grandmother was lonely
 - because her grandmother wanted to see Boots
10. Who tries to take the basket?
- Boots
 - Grandmother
 - Dora
 - Swiper
11. Boots carried the basket _____ to the other side of the bridge.
- gladly
 - safely
 - sadly
 - fiercely
12. What did Grandma like best?
- the treats
 - Swiper
 - Boot's picture
 - Dora's picture