

Parents as Temporary Teachers

Level: Beginners

Age: 6–7

Time needed: 60 minutes

Lesson aim:

- To practise retelling a story orally in first language and in English
- To show general comprehension of a short text

Skills: Listening and speaking

Materials needed: Images for lead-in / ordering activity, worksheet, student video for “The Moon in the River” on <https://www.macmillanenglish.com/for-students/story-time-with-carol>

Additional materials: pens and pencils, scissors, glue, mirrors, extra paper

Lead-in

Before starting, cut out the pictures of animals that are featured in the story and hide them around the room. Give one copy of the picture checklist to your child. When your child finds a picture, they collect it and tick it off their list. When they have finished, make sure they bring all the pictures to the storytelling space and sit down.

This activity could be made more fun by hiding the animal images in more relevant places (e.g. a cow with the milk in the fridge) and giving clues to help your child find them (e.g. “What drink do we get from cows?”).

After the lead-in, play the “The Moon in the River” video from 0:00 to 03:50. You could continue the chant with your child if you wish, adding one new farm animal each time.

Before you listen

1. Read the title of the story to your child: “The Moon in the River.” Ask them: “What do you think the story is about?” Encourage them to share different ideas and extend their answers.

Alternative pre-listening task: I see/I think/I wonder:

- Show your child the frame from the video at 8:36. Direct their focus to the flashcard Carol Read is holding. First, ask them: “What do you see?”
- Then ask them: “What do you think is happening?”
- Finally, ask your child: “What do you wonder?” This creates some intrigue and interest in the story. If they struggle with ideas, you can give them an example, such as “I wonder... how the animals feel.”

While you listen

2. Play the story section of “The Moon in the River” video to your child (3:50–9:40). As each animal appears in the story, pause so they can stick their animal images on the worksheet in the correct order. They then write the name of the animal under each image.

Key: a. sheep b. duck c. cow d. hen
e. horse f. cat.

Congratulate your child if they realise that this is the same order as Carol’s chant.

After you listen

3. When you finish listening to the story, ask your child if they liked it and why. Then, elicit answers to Carol’s three questions from your child:
 - What is the problem?
 - Who wants to help?
 - What happens in the end?

Then, play the question part of the video (9:40–11:50) and let your child respond to Carol.

4. **True or false?**

Create an imaginary “True or False Line” in the room. One side of the line is for true statements and the other side is for false statements. Read each statement clearly. If your child thinks the statement is true, they move to the true side or vice versa. You can make the activity more motivating by having a five-second count down for each answer. After each statement, reveal the correct answer. If your child was incorrect, talk through the story to check understanding.

Key: a. True b. True c. False d. True e. False

Retelling the story

The ordering task and the true/false task should serve as prompts for your child to retell the story orally. First, allow your child to do this in their first language. Then, ask them questions in English to support them in retelling the story in English. For example:

Parent: Which animal do we see first?

Child: The sheep

Parent: And what is the sheep doing?

Child: It's at the river

Parent: Why?

You can increase or reduce the number of questions as necessary.

Follow-up

The optional follow-up tasks help your child explore reflection around the home.

5. Finding reflections. Instruct your child to find their reflection in different parts of the house. They use the spaces provided to record the number of objects or surfaces in which they can find their reflection.
6. Talk through the challenge tasks together with your child. Ask your child to choose a challenge and support them as required with their chosen challenge.