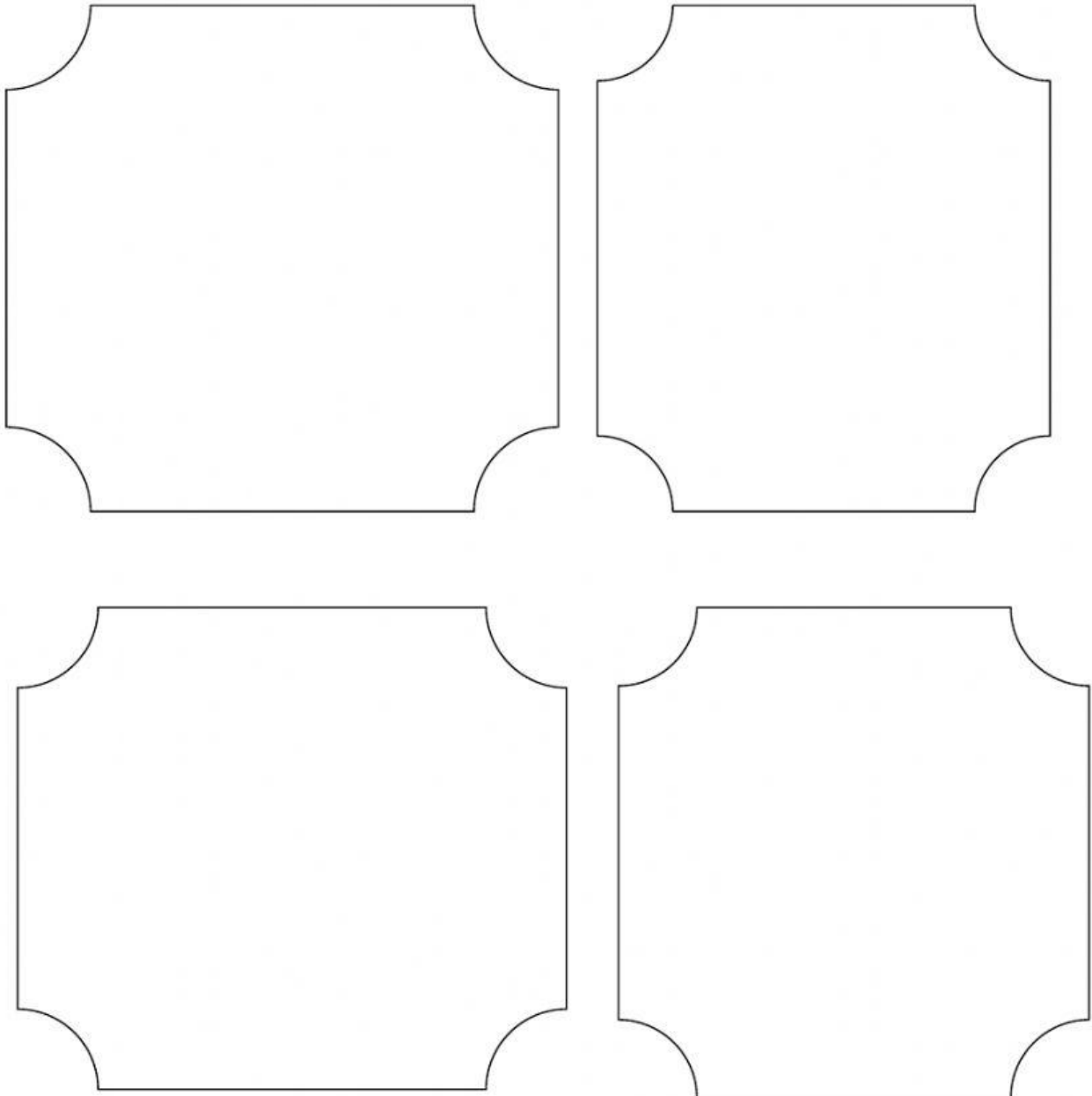


- Biscuit
- Background Info

What Kind of pets would you like? What would you do with your pets?

The image contains four identical, empty rectangular boxes with rounded corners, arranged in a 2x2 grid. These boxes are intended for a child to draw or write their answers to the questions above. Each box is a simple black outline on a white background.

## - Biscuit

- Vocabulary Preview. Match and discuss about your experiences using these words. For example: "o do you eat snacks with?"

Small



Yellow



Bed



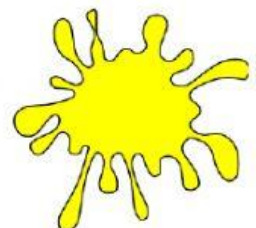
Snack



Drink



Hear



## - Biscuit

- Vocabulary Preview. Match and discuss about your experiences using these words. For example: "Where do you like to curl up?"

Story



Blanket



Doll



Light



Tucked in



Curled up

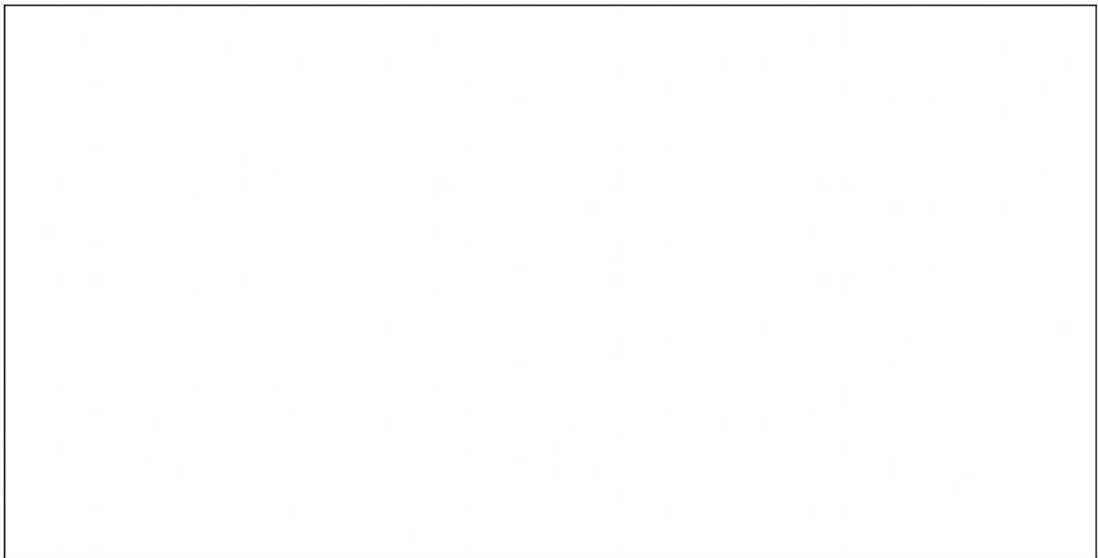


- Biscuit

- Review the words on [Quizlet](#)

- Teacher models the reading. Students can then read a few sentences/one sentence/ a word/ half a word ... then the reading student points to another student who will continue reading aloud from that point...

...Read the story until Biscuit wants a light on. What will happen next...



- Play Go fish or memory using the vocabulary cards below

- Biscuit

- Review the words on [Quizlet](#)

Talk, write and or draw about 3 things that happened  
in the story.

1.

2.

3.

- Play Go fish or memory using the vocabulary  
cards below

## Biscuit

- Review the words on [Quizlet](#)

### Pronunciation and Reading Fluency

- Read the story as fast as possible 3 times trying to reduce reading time by 10% each time in relation the previous reading

### Vocabulary and Speaking Review

- Play Go fish with students creating their own sentences using the vocabulary on the cards or
- Play memory using the vocabulary cards below. If students make a match, they should create a sentence. Additional level of difficulty, students make sentences using both words if there is no match.

- Biscuit

- Write/Draw a story using the words...


- Review the words on [Quizlet](#)

### Spoken Fluency

Finish reading the story and tell the story without reading in 1 minute! If that is too hard extend the time.

### Pronunciation and Reading Fluency

Also you can also set another time limit and do it as a group by reading a few sentences/one sentence/ a word/ half a word ... then the reading student points to another student who will continue reading aloud from that point.

### Vocabulary and Speaking Review

- Play Go fish with students creating their own sentences using the vocabulary on the cards or
- Play memory using the vocabulary cards below. If students make a match, they should create a sentence. Additional level of difficulty, students make sentences using both words if there is no match.



- Review the words on [Quizlet](#)

### Conversation Questions

1. Talk about a time you slept at a friend's house. What did you do?
2. Talk about a time you went on a trip. Where did you sleep? What did you like and not like?
3. Have you ever slept at your school or academy? Tell your group about it.
4. Talk about a time you slept badly. What happened?
5. Discuss spending the night at your grandparents or other family member.
6. Do you remember a good dream? What was it?
7. Do you remember a bad dream? What was it?.
8. What helps you sleep well?
9. What hurts your sleep??
10. Do you sleep enough? Why?
11. Do you have a favorite bedtime story?
12. What do you do before you sleep?

- Play memory using the vocabulary cards below. If students make a match, they should create a sentence. Additional level of difficulty, students make sentences using both words if there is no match.