

Unit 6

A sample plan for the first lesson

- 1 *In / On / Under*
- 2 *Thank you / You're welcome*
- 3 Review phonics or a previous pattern through a game or song
- 4 Things around the room
- 5 Review phonics or a previous pattern through a game or song
- 6 Position cards
- 7 Home Book preparation

A sample plan for a follow-up lesson

- 1 Game – *Hidden cards*
- 2 Review phonics or a previous pattern through a game or song
- 3 *Children like us – Kenya*
- 4 Review phonics or a previous pattern through a game or song
- 5 Personalization
- 6 Exercise
- 7 Home Book preparation



Target pattern

In / On / Under

Equipment: Class Book page 35. Class Audio (optional). Three different colored boxes. Small stuffed animal. Three different colored pieces.

1 Show the children the three boxes and the animal. Secretly put the animal in one of the boxes and move the boxes around like in a magic trick.

Ask *Where's the (dog)?* Encourage the children to guess. If the children don't know how to guess, then, the first time, ask them questions, such as *Is it in the (red) box?* Do the trick again, and this time the children ask the questions.

2 The children do the activity in pairs, groups or as a class.

3 Do the trick again. This time, secretly place a colored piece on top of each box, and a piece of paper on top of each piece. Ask *Where's the (green) piece?* Help the children discover how to guess using the pattern *Is it on the (red) box?*

4 The children do the activity in pairs, groups or as a class.

5 Do the trick again. This time, secretly slip one of the pieces under each of the boxes. Ask *Where's the (red) piece?* Encourage the children to guess using the pattern *Is it under the (blue) box?*

6 Open Class Books to page 35. Appear fascinated by the page. Let the children read the dialogue.

7 The children do the activity in pairs, groups or as a class.

Option: Play the recording.

Things around the room

Equipment: Notebooks or pieces of paper.

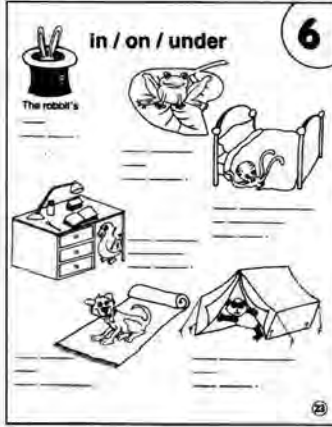
1 Write *in* on the board. Encourage the children to make sentences about things in the room. If they are not sure what to do, give an example, such as *My pen's in my bag.*

2 Do the same for *on* and *under*.

3 The children write one or more similar sentences that contain *in*, then *on* and finally *under*. Hint and help where necessary.

Home Book

The Home Book pages can be completed at any point between here and the end of the unit. Before being asked to do any of the exercises in the Home Book, children should be shown exactly what they are expected to do.



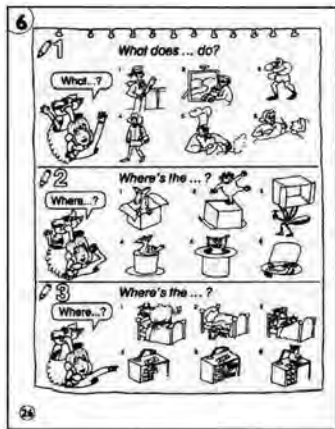
Children write *The ...'s in / on / under the ...* for each picture.



Children answer the questions about the picture.



Children write two words that contain each double-letter sound.



Children write a dialogue in their notebooks for each picture.

Target pattern

Position cards

Equipment: Class Book page 36. Some vocabulary cards, color cards, plural cards, occupation cards, action cards and position cards.

- 1 Play one of the card games the children know and like, using cards from various categories. The children ask and answer appropriate questions about each card. When the children are focused on the game, innocently slip one or two of the new position cards into the game and step back.
- 2 When the children notice the new cards or need to identify them in order to play the game, give them a chance to try and guess the question to ask and answer. If necessary, encourage a child to turn over the card and read the sentence on the back.
- 3 If a child doesn't know what question to ask about a position card, help her say *Where's the ... ?* If a child can't say *It's in / on / under ...* during the course of the game and can't learn from another child, encourage her to ask you, and answer naturally *It's in / on / under ...*
- 4 The children can continue to practice the position cards, mixed with cards from other categories, either in the same card game or various card games.
- 5 Open Class Books to page 36. The children ask and answer *Where's the gorilla?* about each of the pictures.

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Conversation

Listening
Speaking

Thank you very much.

You are welcome.

Target pattern

Listening
Speaking
Reading
Writing

in on under

36

Conversation

Thank you

Equipment: Class Book page 36. Class Audio (optional).

- 1 Help one of the children in some way: sharpen her pencil, straighten her collar, knock her pencil on the floor and then pick it up, straighten her desk, etc. and help her say *Thank you very much*. Answer *You're welcome*.
 - 2 The children can do the same in a chain around the class. It is more fun if the child who is helping creates the problem in the first place (e.g., by making another child's desk messy before straightening it). The children can even practice saying *Thank you very much* with intonation that shows they are angry or not grateful at all.
 - 3 Open Class Books to page 36. Appear fascinated by the page. Let the children look at the picture at the top of the page and guess what is happening.
- Option:** Play the recording.

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Hidden cards

Game

Listening
Speaking
Reading
Writing

The shark's under the desk.

37

Game

Hidden cards

Equipment: Class Book page 37. Vocabulary cards. Notebooks.

- 1 Open Class Books to page 37. Appear fascinated by the page. Let the children guess what is happening.
- 2 Tell the children to close their eyes. Hide vocabulary cards around the room. Put the cards in, on or under something (they could also be hidden before the class).
- 3 The children move around the room writing sentences about the position of each card. Tell the children how many cards there are, and, if necessary, demonstrate discovering a card and writing a sentence about it (e.g., *The shark is under the desk*).

Variation: This game can also be played outside.

Children like us

Kenya

Equipment: Class Book page 38. Atlas or globe.

- 1 Open Class Books to page 38. Appear fascinated by the page. If the children don't try to read the sentences on the page, encourage them to do so. It's best if they first do this silently by themselves.
- 2 After the children have had a chance to read the page, get them to read aloud. They can take turns reading sentences.
- 3 Let the children look for Kenya in the atlas or on the globe. Encourage their curiosity and give them a chance to read the names of places or ask you simple questions.

Teaching tip: If the children come across a word they can't read, first let them try to guess how to read it using phonic patterns or the pictures on the page as hints. If they still cannot read it, give hints, such as reading part of the word or drawing their attention to a picture on the page. If they come across a word they can read but don't understand, see if they can guess the meaning by looking at the pictures on the page. If this doesn't help, give hints such as miming or half drawing a picture, or use the word naturally in sentences or in a dialogue with the children.

Personalization

Equipment: Notebooks.

- 1 Write a framework like this on the board.

I'm (name).

I live in ...

My ... is in ...

My ... is on ...

My ... is under ...

I'm -ing.

I'm -ing on ...

I like ...

I like ... very much.

I don't like ...

... can play ... very well.

A lot of children in ... like ...

- 2 The children take turns standing up and speaking in English, using the framework as a guide.

Variation: The children write the sentences. They can keep these personalization exercises in a special notebook or a special section of their notebook.

6

Children like us

Listening
Speaking
Reading
Writing

Kenya




Hello, I'm Jomo.
I live in Mombasa in Kenya
Kenya is in Africa.

I'm sitting on the beach.
A lot of children are swimming
and playing on the beach.
I'm sitting under a tree,
and I'm drinking tea.


A lot of boys in Kenya like soccer
and I like soccer very much, too.
I can play very well.
I'm a goalkeeper!

A lot of children in Kenya like running, too,
but I don't like running.
I like sitting under this tree.




33


Continents




Africa




Asia




Europe




North America



South America



Oceania



Antarctica

Word set
 Listening
 Speaking
 Reading

39

Word set

Continents

Equipment: Class Book page 39.

- 1 Open Class Books to page 39. Let the children try and read the names on the page by themselves.
- 2 The children read the names aloud, individually or as a class.
- 3 The children make sentences about the continents using patterns they know. For example, *(Cairo) is in (Africa). I want to go to Europe.*

Variations: This can be made into a game. For example, one child or team calls out a continent and another child or team makes a sentence about it. Sentences cannot be repeated.

An alternative is for the names of the continents to be written on cardboard or pieces of paper and made into a race track. The children roll a die and race around the track, and when they land on a continent, they make a sentence about it.

A variation on the last activity is to copy a map of the world, and draw a race track on it. The children make sentences either about continents or about countries.

Exercise






Where's the gorilla?



_____?




_____?

Dictation

Listening
Writing

- 1 _____ ?
- 2 _____ ?
- 3 _____ ?
- 4 _____ ?



40

Exercise

Equipment: Class Book page 40. Position cards. Notebooks.

1 Open Class Books to page 40. Look at the Exercise section as if you are wondering what to do. Encourage the children to help you. Focus on the second line and get the children to show you what should be written.

2 The children try to do the exercise individually.

3 Close Class Books. Put the position cards in a row along the ledge of the board, with the picture side facing the children. They write a question and answer about each card in their notebooks, e.g.,

- 1 *Where's the gorilla?*
It's in the car.
- 2 *Where's the gorilla?*
It's on the car, etc.

Mixed questions

Equipment: Flashcards from various categories. New vocabulary cards. Notebooks.

1 Mix the new vocabulary cards with various other cards and put them in a place where all the children

can see them, with the picture side facing the children. They write a question and answer about each card. e.g.,

Where's the gorilla?

It's on the car.

What color is it?

It's green.

What does he do?

He's a soccer player, etc.

Dictation

Equipment: Class Book page 40. Class Audio (optional). Notebooks.

1 Open Class Books to page 40. Dictate gently or play the recording:

- 1 *What is it?*
- 2 *What are you doing?*
- 3 *What do you do?*
- 4 *Where's the gorilla?*

Repeat each sentence as many times as necessary.

2 If necessary, the children can do more of the same kind of practice in their notebooks.