



# UNIT 3 AT HOME

Grammar, phrases, vocabulary	Activities, games, songs	Suggested extension
<p><b>Target Language:</b> sofa, armchair, lamp, TV, bed, toilet, bath, cupboard</p> <p><b>Language Structures:</b> What is it? What is this? It's a... What colour is it? It's orange. What's missing? What's new?</p> <p><b>Passive Language:</b> In my house. Is it a bed? Yes. / No. The bath is missing? Touch the... Look at the... Colour the (lamp) (green).</p>	<p><b>Worksheets:</b> p. 5 - 8</p> <p><b>Songs:</b> Stand in Line It's Pink (T 08) Follow Me (T 04) <b>In My House 1, 2, instrumental (T 10, 11, 12)</b></p> <p><b>Activities:</b> <b>Block it</b> Class Train <b>Find the Lady</b> <b>Finger Twister</b> Frozen Statues <b>Listening Slap</b> Memory Spin (Hello) Mr. Wolf (1-6) Red Light, Green Light Roll and Do Say and Do Stand Up If <b>Stations</b> <b>Stations (first phonic)</b> Stations (jump to) Stretching The Name Chain Touch <b>What's Missing?/Little Thief</b> What's, What's, What's Your Name? <b>Where's Honza?</b></p>	<p><b>Vocabulary:</b> What can you see? How many (chairs) can you see? living room, bedroom, kitchen, bathroom, sleep, wash, cook, watch</p> <p><b>Activities:</b> What's Behind the Door?</p> <p><b>WOW DVD:</b> U3 - Clip 1 U3 - Clip 2  U3 - Song 1 U3 - Song 2</p>





# SONG LYRICS: T 10-12

## In my House Part 1

It's my house, it's my house.  
It's my house. What can you see?

Can you see an armchair?  
Look, it's an armchair.  
Can you see an armchair, in my house?

It's an armchair, it's an armchair.  
An armchair in my house.

(Repeat for 'sofa', 'lamp' and 'TV'.)

## In my House Part 2

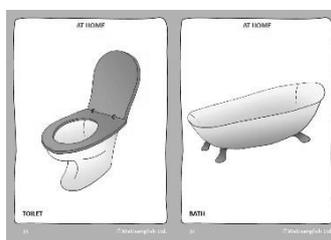
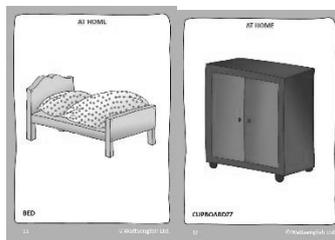
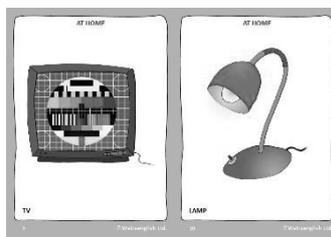
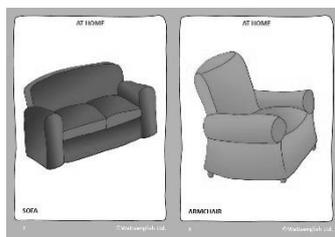
It's my house, it's my house.  
It's my house. What can you see?

Can you see a bed?  
Look, it's a bed.  
Can you see a bed, in my house?

It's a bed, it's a bed.  
A bed in my house.

(Repeat for 'cupboard', 'toilet' and 'bath'.)

## FLASHCARDS: 7 - 10, 11 - 14





# 3 AT HOME – Week 7, Lesson a

## INPUT LESSON

- AIMS:** To recognise and touch the first four new vocabulary items  
To sing and play along with the songs  
To learn a new game  
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (sofa, armchair, lamp, TV and a selection from previously taught vocabulary), (a picture of a living room), sticky-tack, coloured blocks or paper
- NEW VOCABULARY:** **sofa, armchair, lamp, TV**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, My name's...)
- PASSIVE VOCABULARY:** find, touch, turn over the card
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).**
- SUGGESTED INTRO/DRILL:** flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Class Train  
Stations (jump to)  
**Find the Lady**  
**Block it**
- SONGS:** Stand in Line  
**In my House Part 1 (T 10)**
- METHODOLOGY:** Encourage children to repeat the whole phrase *It's a (noun)*. Don't apply too much pressure for vocalisation at this stage.
- DISCIPLINE/CONTROL:** Introduce a time out corner or chair for children that misbehave. Set the routine of 2 warnings before using it. Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room.





# Lesson Plan

Week 7, Lesson a		
<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	<b>Stand in Line</b> song - by the door routine walk/run. (Ask the children their names and to name the colours they are wearing.)
3	GP review	Play ' <b>Class Train</b> ' to review all the verbs of movement.
5	INTRO and DRILL	Use the <b>flashcards to introduce and drill</b> the first 4 words of the unit (sofa, armchair, lamp, TV).
3	TPR	Play ' <b>Stations (jump to)</b> '. Ask the children to gather in the middle of the room, before giving the instruction to 'hop to the sofa' or 'fly to the lamp' etc. Use flashcards or realia.
2	TPR/GP - song	Sing <b>In my House Part 1</b> . Keep the flashcards in place from playing 'Stations' and sing the song while pointing to the correct card with each verse.
5	TPR	Play ' <b>Find the Lady</b> '. Play the classic card game but putting the 4 flashcards face up in a line. Take the opportunity to re-drill if necessary, before turning them face down in order. Ask the children to find the (lamp) by encouraging them to point to a card. Turn the card over to see if they are correct. Repeat the game but <b>start mixing</b> the cards once they are turned face down. Make the game more complicated by mixing the cards quicker and quicker in an increasingly random manner.
5	TPR	Play ' <b>Block it</b> '. Place the flashcards of the unit at one end of the room. Divide the class into 2 teams and show the first child in each group that when they are given a coloured block (or piece of paper) by you, they should race each other to run and place it on the card of your choosing. The first child back wins a point for their team.
1	Exit routine	<b>Stand in Line</b> song. Review the verbs covered by asking each child to quickly jump, hop, ski, walk, or skate on the spot.





# 3 AT HOME – Week 7, Lesson b

## TPR REVIEW LESSON

**AIMS:** To show understanding of the first four vocabulary items  
To identify and colour the vocabulary items according to teacher's instructions  
To sing and play along with the songs  
To practise previously acquired language

**MATERIALS:** CD player, CD, flashcards (sofa, armchair, lamp, TV and a selection from previous units), workbooks (p. 5), crayons (all known colours), sticky-tack, ball (soft)

**NEW VOCABULARY:** **sofa, armchair, lamp, TV**

**REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, hello, My name is...)

**PASSIVE VOCABULARY:** throw, catch, touch, open, shut, colour

**LANGUAGE STRUCTURES:** **What is it? It's a (noun).** (passive: What colour is it? It's (colour). Colour the (noun) (colour). What's your name?)

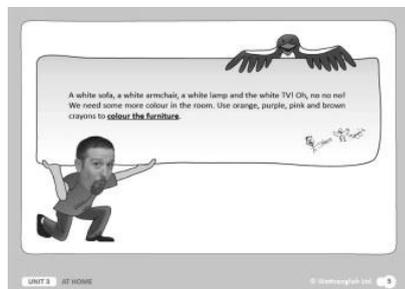
**SUGGESTED INTRO/DRILL:** flashcards / loud and quiet drills

**GAMES/ACTIVITIES:** The Name Chain  
Red Light, Green Light  
**Finger Twister**

**SONGS:** Stand in Line  
In my House Part 1 (T 10)

**METHODOLOGY:** Encourage children to repeat the whole phrase *It's a (noun).*

**DISCIPLINE/CONTROL:** Monitor during the bookwork and pay attention to early finishers.





# Lesson Plan

## Week 7, Lesson b (Book, Unit 3 page 5)

<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	<b>Stand in Line</b> song - by the door routine. Test the children on known vocabulary.
2	GP review	Play ' <b>The Name Chain</b> '. Sit the children in a circle, then hold up a ball and show the children that when they have the ball they should say 'Hello, my name is (name)' before passing the ball on to another child in the circle. Try to make the question active too.
3	TPR review	Play ' <b>Red Light, Green Light</b> ' to practise all known verbs.
3	Re-INTRO and DRILL	Use <b>the flashcards to re-introduce and drill</b> the first 4 words of the unit (sofa, armchair, lamp, TV).
2	TPR/GP - song	Sing the <b>In my House Part 1</b> song. If realia is unavailable, put the flashcards from the song around the room and sing the song. Encouraging the children to touch/point to the objects during the correct verse.
3	<b>Bookwork</b>	<b>Show</b> Steve and Maggie, <b>touch</b> the different objects and name them.
2	TPR: complete the task.	<b>Read the story</b> on the back of the page.
5	GP: encourage vocalisation.	<b>Colour dictation</b> according to the teacher's instructions, e.g. 'Please, colour the sofa orange.' Encourage vocalisation by asking 'What is it?' and 'What colour is it?'
3	TPR/GP	Attract the children's attention to the carpet on the worksheet and play ' <b>Finger Twister</b> '. Name the colours children have to put fingers on.
1	Exit routine	<b>Stand in Line</b> song. Carry out an exit routine by the door. Ask each child to act out a known verb (ski, skate, sit down, etc.).





# 3 AT HOME – Week 8, Lesson a

## INPUT LESSON

- AIMS:** To recognise and touch the last four vocabulary items  
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (bath, toilet, bed, cupboard, sofa, armchair, lamp, TV and a selection of previously taught vocabulary), sticky-tack, a dice, realia, coloured blocks or paper
- NEW VOCABULARY:** **bath, toilet, bed, cupboard,** sofa, armchair, lamp, TV
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, My name is...)
- PASSIVE VOCABULARY:** roll the dice, find, turn over the card
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).** (passive: Where's (name)?  
What's your name? It's (colour) noun.)
- SUGGESTED INTRO/DRILL:** flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** **Where's Honza?**  
Roll and Do  
Stations (jump to)  
Find the Lady  
Block it
- SONGS:** Stand in Line  
**In my House Part 2 (T 11)**
- METHODOLOGY:** Encourage children to repeat the whole phrase *It's a (noun)*.  
Don't apply too much pressure for vocalisation at this stage.
- DISCIPLINE/CONTROL:** Focus on discipline through continued to use the time out corner or chair with appropriate warnings.  
Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room





# Lesson Plan

Week 8, Lesson a		
<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	<b>Stand in Line</b> song - by the door routine walk/run. (Name and count the number of fingers.)
3	GP review	Use the Maggie Puppet to play ' <b>Where's Honza?</b> ' Sit the children in a circle. Pick one child and say 'Is your name (Honza)?' Use an incorrect name but make sure it is the name of another child present in the class. Elicit 'No' then ask 'Ok, so what's your name? So where is (Honza)?' Repeat several times, you may wish to include your name for fun.
2	TPR review	Play ' <b>Roll and Do</b> ' incorporating numbers and verbs.
4	INTRO and DRILL	Use <b>the flashcards to intro and drill</b> the second 4 words of the unit (bath, toilet, cupboard, bed) and add 2 or 3 previously taught flashcards.
3	TPR review	Play ' <b>Stations (jump to)</b> '. Ask the children to gather in the middle of the room, before giving the instruction to 'hop to the toilet' or 'fly to the bed' etc. Use flashcards or realia.
2	TPR/GP - song	Sing the <b>In my House Part 2</b> song, pausing if necessary to give the children time to get to the newly taught flashcards that are still in place from playing 'Stations'.
5	TPR	Play ' <b>Find the Lady</b> '. Start by using the 4 new flashcards then complicate the game by using 2 or 3 previously taught flashcards. To play the classic card game put the 4 new flashcards face up in a line. Take the opportunity to re-drill if necessary, before turning them face down in order. Ask the children to find the (bath) by encouraging them to point to a card. Turn the card over to see if they are correct. Repeat the game but start mixing the cards once they are turned face down. Make the game more complicated by mixing the cards quicker and quicker in an increasingly random manner.
4	TPR	Play ' <b>Block it</b> '. Place the flashcards of the unit at one end of the room. Divide the class into 2 teams and show the first child in each group that when they are given a coloured block (or piece of paper) by you, they should race each other to run and place it on the card of your choosing. The first child back wins a point for their team.
1	Exit routine	<b>Stand in Line</b> song. Carry out an exit routine by the door. Ask each child to count to 6.

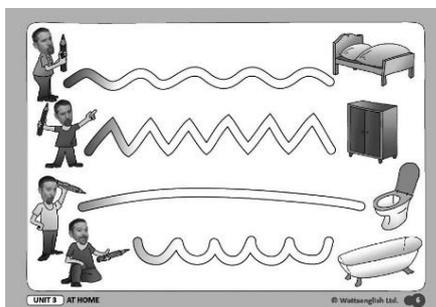




# 3 AT HOME – Week 8, Lesson b

## TPR REVIEW LESSON

- AIMS:** To show understanding of the last four vocabulary items  
To develop motor skills via bookwork  
To learn a new game  
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (bath, toilet, bed, cupboard, sofa, armchair, lamp, TV and a selection from previous units), workbooks (p. 6), crayons (pink, orange, purple, brown), sticky-tack, a mystery card
- NEW VOCABULARY:** **bath, toilet, bed, cupboard,** sofa, armchair, lamp, TV
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs)
- PASSIVE VOCABULARY:** stretching instructions (see lesson plan), stand up, sit down, colour
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).** (passive: What colour is it? It's (colour). Colour the (noun) colour.)
- SUGGESTED INTRO/DRILL:** flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Stretching  
Stand Up If  
Stand Up If + Stations (jump to)
- SONGS:** Stand in Line  
Follow Me (T 04)
- METHODOLOGY:** Encourage children to repeat the whole phrase *It's a (noun)*.
- DISCIPLINE/CONTROL:** Monitor during the bookwork and pay attention to early finishers.





# Lesson Plan

Week 8, Lesson b (Book, Unit 3 page 6)		
Time	Stage	Activity
1	Starting routine	<b>Stand in Line</b> song - by the door routine walk/run. (Name and answer the question 'What is it?' while showing 1 of the first 4 objects from the unit, i.e. sofa, armchair, lamp, TV.)
2	TPR review GP: push for vocalisation if appropriate.	' <b>Stretching</b> ': Point your toes up and say 'Come forwards, come forwards little toes.' Point your toes down and say 'Move back, move back little toes.' 'Reach up, up, up, down, down, down.' Wiggle your fingers up high, down low.' (You can passively include body parts.) (Repeat as appropriate.)
3	TPR review	Play ' <b>Stand Up If</b> '. Introduce the structure 'Is it (this) ok? No, it's too small. (E.g. if the child only has a small dot of red on a blue t-shirt.) Yes, it's ok.' but keep it passive. Once the children wearing a specific colour are standing up, instruct them to move around the circle in a manner of your choosing ('fly, swim' etc.).
3	Re-INTRO and DRILL	Use <b>the flashcards to quickly re-introduce and drill</b> the second set of words in the unit.
10	<b>Bookwork</b> TPR: complete the task according to your instructions. GP: encourage vocalisation if appropriate.	<b>Show Steve and count</b> how many Steve's are in the worksheet.
		<b>Touch</b> the different objects and name them.
		<b>Read the story</b> on the back of the page.
		Ask the children to <b>follow the path to show Steve where he is going</b> .
2	TPR/GP - song	Song <b>Follow Me</b> . Sing and act out the actions in the song and encourage the children to join in.
3	TPR review	Play ' <b>Stand Up If + Stations (jump to)</b> '. Ask the children to gather in the middle of the room, before giving the instruction 'Stand up if you are wearing something orange and hop to the toilet/skate to the bath.' etc.
1	Exit routine	<b>Stand in Line</b> song. Carry out an exit routine by the door. Ask each child to count to 6.





# 3 AT HOME – Week 9, Lesson a

## VOCALISATION LESSON

- AIMS:** To recognise and name all eight vocabulary items  
To sing and play along with the songs and games  
To practise previously acquired language, mainly colours
- MATERIALS:** CD player, CD, flashcards (bath, toilet, bed, cupboard, sofa, armchair, lamp, TV, colours and a selection from previous units), a bottle / spinner
- NEW VOCABULARY:** **sofa, armchair, lamp, TV, bath, toilet, bed, cupboard**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, My name is...)
- PASSIVE VOCABULARY:** touch, please, find, turn over the card, out, count
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).**  
(passive: What's your name?)
- SUGGESTED INTRO/DRILL:** flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Memory Spin (Hello)  
Touch  
Find the Lady  
Frozen Statues
- SONGS:** Stand in Line  
It's Pink (T 08)  
In my House Part 2 (T 11)
- METHODOLOGY:** Encourage the children to repeat whole phrases, e.g. *It's a book.* or *It's orange.* Stress the non-usage of the article with colours by visualising the structure on your fingers. Show one finger per word.
- DISCIPLINE/CONTROL:** Seat the children on chairs, or pieces of paper, when playing the 'Memory Spin (Hello)', if necessary to keep them in a circle and reduce fidgeting.





# Lesson Plan

Week 9, Lesson a		
<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	<b>Stand in Line</b> song - by the door routine. (Name and count the number of fingers.)
5	GP review	' <b>Memory Spin (Hello)</b> ' - use a spinner, marked coin or bottle to randomly select a child and ask 'What's your name?' then show the child a flashcard and ask 'What is it?' elicit the correct answer by giving the first (then second) phonic.
3	re-INTRO and DRILL	Use <b>flashcards and realia</b> to re-introduce and drill all the <b>colours</b> , including 'black' and 'white'.
3	TPR review TPR/GP - song	Play ' <b>Touch</b> '. Encourage the children to find things in the room or a particular colour. Say 'Please find something (orange)'. Sing the song <b>It's Pink</b> if time permits.
3	re-INTRO and DRILL	<b>Re-introduce and drill all the target vocabulary</b> concerning home vocab. Encourage the children to point to the flashcards and drill in a rhythmical way.
5	TPR/GP	Play ' <b>Find the Lady</b> '. Start by using a mix of flashcards from the unit. Complicate the game by either using more flashcards or speeding up the mixing. If appropriate, invite one of the children to be teacher and do the mixing. Monitor closely so as not to get out of hand.
2	TPR/GP - song	Sing the song <b>In my House Part 2</b> . Spread out the flashcards and encourage the children to sing and find the flashcards.
2	TPR review	Play ' <b>Frozen Statues</b> ' but ask the child who is 'out' to be the teacher and tell the other children how to move around the classroom.
1	Exit routine	<b>Stand in Line</b> song. Carry out an exit routine by the door. Ask each child to count to 6.

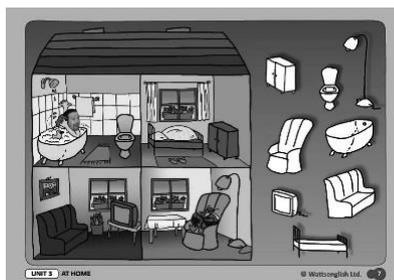




# 3 AT HOME – Week 9, Lesson b

## PRACTICE LESSON

- AIMS:** To recognise and name all vocabulary items  
To develop observation and motor skills via bookwork  
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (bath, toilet, bed, cupboard, sofa, armchair, lamp, TV and a selection from previous lessons), workbooks (p. 7), sticky-tack, crayons (red, yellow, green, blue, pink, purple, orange, brown)
- NEW VOCABULARY:** **sofa, armchair, lamp, TV, bath, toilet, bed, cupboard**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs, hello, My name is...)
- PASSIVE VOCABULARY:** touch, find, colour, kitchen, bathroom, living room, bedroom, house
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).** It's a (colour) (noun).  
(passive: What colour is it? **It's (colour).** What's your name? **My name's...**)
- SUGGESTED INTRO/DRILL:** flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** What's, What's, What's Your Name?  
Stations
- SONGS:** Stand in Line  
**In my House Part 1 (T 10)**  
**In my House Part 2 (T 11)**
- METHODOLOGY:** Encourage the children to repeat whole phrases, e.g. *It's a book.* or *It's yellow.* Stress the non-usage of the article with colours by visualizing the structure on your fingers.
- DISCIPLINE/CONTROL:** Continue with the time out corner or chair as appropriate throughout the course.  
Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room.





# Lesson Plan

Week 9, Lesson b (Book, Unit 3 page 7)		
Time	Stage	Activity
1	Starting routine	<b>Stand in Line</b> song - by the door routine walk/hop. (Name and answer the question 'What is it?' while showing a flashcard from the unit.)
3	GP review	<b>'What's, What's, What's Your Name?'</b> Drill 'My name is' and 'Hello (name)' (if appropriate drill the question and ask one child to be the teacher).
3	Re-INTRO and DRILL	Use the <b>flashcards to quickly re-introduce and drill all the target language in the unit.</b> Make sure the children reply with the full answer 'It's a (sofa).'
2	TPR/GP - song	Song <b>In my House Part 1.</b> Spread the flashcards out around the room and encouraging the children to join in and go to the different flashcards at the appropriate verses. Do use realia if available.
10	<b>Bookwork</b> TPR: complete the task according to your instructions. GP: encourage vocalisation if appropriate.	<b>Show Steve and Maggie and read the story.</b>
		<b>Go through the example</b> as a class eliciting as much as you can from the children. Point to the first white item of furniture and say, 'Look, what is it? Yes, it's a cupboard. What colour is it? Yes, it's white, it's a white cupboard. Now look in the house. Can you see a cupboard? Yes, it's a cupboard. What colour is it? It's brown. Let's colour the white cupboard brown, too!'
		To stop some children racing ahead and completing the page too quickly, do not simply go from left to right, but <b>mix up the order</b> the children should complete the worksheet.
3	TPR/GP	Play ' <b>Stations</b> '. Ask the children to go to the different objects, with the last child to get there sitting out for one round, and another child of your choosing to be the teacher (if appropriate).
2	TPR/GP - song	Song <b>In my House Part 2.</b> Leave the cards spread from playing 'Stations' and encourage the children to join in and go to the different flashcards at the appropriate verses.
1	Exit routine	<b>Stand in Line</b> song. Carry out an exit routine by the door. Ask each child to name a flashcard from the unit (What is it? It's a bed.) and to answer the question 'What colour is it? It's red.' etc.





# 3 AT HOME – Week 10, Lesson a

## VOCALISATION LESSON

- AIMS:** To name and further practise all eight vocabulary items  
To develop observation skills through the new games  
To learn a variation of an older game  
To sing and play along with the songs  
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (bath, toilet, bed, cupboard, sofa, armchair, lamp, TV and a selection from previous units), sticky-tack, a scarf
- NEW VOCABULARY:** **sofa, armchair, lamp, TV, bath, toilet, bed, cupboard**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs)
- PASSIVE VOCABULARY:** please, find, touch, point to, turn over the card
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).**  
(passive: Where's the (noun)?)
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Touch  
Find the Lady  
**Stations (first phonic)**  
**What's Missing? / Little Thief**
- SONGS:** Stand in Line  
It's Pink (T 08)  
Count to Six (T 06)
- METHODOLOGY:** Encourage the children to repeat whole phrases, e.g. *It's a bath.*
- DISCIPLINE/CONTROL:** Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room.





# Lesson Plan

Week 10, Lesson a		
<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	<b>Stand in Line</b> song - by the door routine walk/run. (Name / identify an object / previous vocabulary)
3	TPR review TPR/GP - song	Play ' <b>Touch</b> '. Encourage the children to find things in the room or a particular colour. Say 'Please find something (orange).' You may like to do this with the song <b>It's Pink</b> if time permits.
3	TPR/GP - song	Sing the <b>Count to Six</b> song, encourage the children to use their fingers to count along with the song.
4	re-INTRO and DRILL	<b>Re-introduce and drill all the target vocabulary</b> in the unit. Encourage the children to point to the objects and drill in a rhythmical way.
5	TPR	Play ' <b>Find the Lady</b> '. Start by using the 4 new flashcards then complicate the game by using 2 or 3 previously taught flashcards. To play the classic card game put the 4 new flashcards face up in a line. Take the opportunity to re-drill if necessary, before turning them face down in order. Ask the children to find the (sofa) by encouraging them to point to a card. Turn the card over to see if they are correct. Repeat the game but start mixing the cards once they are turned face down. Make the game more complicated by mixing the cards quicker and quicker in an increasingly random manner.
4	TPR	Play ' <b>Stations (first phonic)</b> '. Play as usual for a minute or 2 before changing the rules slightly. Instead of naming the station, just give the children the first phonic and ask them to go to the correct station. Remember for /b/ 'bed' and 'bath' are both correct.
4	GP	Play ' <b>What's Missing?</b> '. Spread the flashcards out on the floor. Cover them with a blanket/coat and remove one card and sit on it. Remove the blanket/coat and ask 'What's missing?' Elicit answers until the right one is said. Show the flashcard and repeat. If the game finishes too quickly, play the game in reverse, adding a card each time and asking the children 'What's new?' ' <b>Little Thief</b> ' is the same game but uses the Maggie Puppet to steal the flashcards for fun.
1	Exit routine	<b>Stand in Line</b> song. Carry out an exit routine by the door. Ask each child to count to 6.

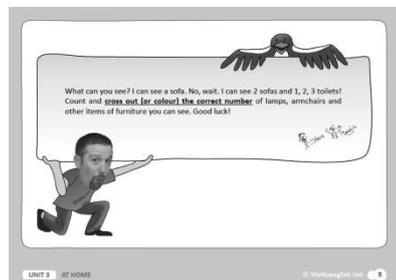
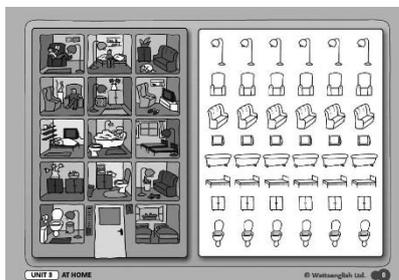




# 3 AT HOME – Week 10, Lesson b

## PRACTICE LESSON

- AIMS:** To name and further practise eight vocabulary items  
To sing and play along with the songs and games  
To develop mathematical and observation skills through the worksheet  
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (all flashcards from units 1 – 3), workbooks (p. 8), crayons
- NEW VOCABULARY:** **sofa, armchair, lamp, TV, bath, toilet, bed, cupboard**
- REVISION:** vocabulary from units 1 – 2 (colours, numbers, verbs)
- PASSIVE VOCABULARY:** TPR instructions (see lesson plans), slap, circle, kitchen, bathroom, living room, bedroom, house, a block of flats
- LANGUAGE STRUCTURES:** **What is it? It's a/an (noun).**  
(passive: What colour is it? It's a (colour) (noun). How many?)
- SUGGESTED INTRO/DRILL:** realia, flashcards / loud and quiet drills
- GAMES/ACTIVITIES:** Say and Do  
**Listening Slap**  
Mr. Wolf (1-6)
- SONGS:** Stand in Line  
In my House - instrumental (T 12)
- METHODOLOGY:** If appropriate push the children to give the fuller answer of *It's a (yellow) (bath).* during bookwork.
- DISCIPLINE/CONTROL:** In the case of a big number of children, set 'Listening Slap' as a competition for two teams (one player per team slapping at a time).





# Lesson Plan

## Week 10, Lesson b (Book, Unit 3 page 8)

<u>Time</u>	<u>Stage</u>	<u>Activity</u>
1	Starting routine	<b>Stand in Line</b> song - by the door routine. (Name and answer the questions 'What is it?' and 'What colour is it?')
2	TPR review	Play ' <b>Say and Do</b> '. Instruct the children to stand up, sit down, hop, ski, etc. Repeat as appropriate.
4	TPR review	Play ' <b>Listening Slap</b> '. Use all the flashcards for the unit and spread them out on the floor. Show the children they should sit in a circle around the cards and put their hands on their heads. Demonstrate that when you call out an object they should race each other to be the first to put their hand on it. Reward the winner with a point and remove the card from the middle. Repeat until all cards are gone.
5	TPR/GP	Play ' <b>Mr. Wolf (1 – 6)</b> '. Play a simplified version of the game where the children step or jump according to your instructions and ask 'How many?' instead of 'What's the time Mr. Wolf?'
10	<b>Bookwork</b> TPR: complete the task according to your instructions. GP: encourage vocalisation if appropriate.	Point to different rooms in the block and elicit from the children the correct answers to both the questions 'What is it?' and 'What colour is it?' If appropriate push the children to answer 'It's a (yellow) (bath).' to your first question 'What is it?'
		<b>Read the story</b> on the back of the page.
		Point to an item of furniture of your choosing, ask children to <b>name</b> it and then point to the <b>block of flats</b> and ask: ' <b>How many (sofas) can you see? Let's count.</b> ' Once you reach the correct number, show children they have to <b>colour in this number of sofas in the line on the right of the worksheet.</b>
2	TPR/GP	Sing the <b>In my House - instrumental</b> . Spread 4 of the 8 flashcards of the unit around the room and encourage the children to join in and go to the different flashcards at the appropriate verses. Do use realia if available.
1	Exit routine	<b>Stand in Line</b> song. Carry out an exit routine by the door. Ask each child to name a flashcard from the unit.

