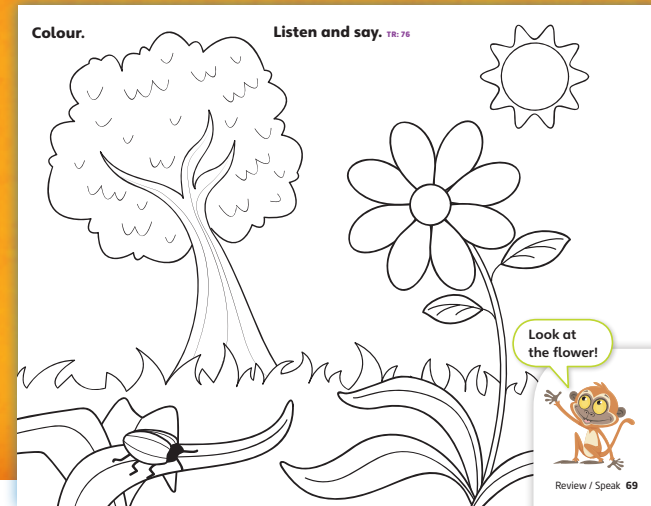


LESSON 7
Language Use
Student's Book page 69

Objective
Talk about observations using the language *Look at the (flower)!*



Language

- New:** Look at the (flower)!
- Review:** bug, flower, grass, Sun, tree, blue, green, orange, pink, purple, red, yellow, I like (the tree)
- Receptive:** Who is standing on (orange)?; What colour have you got?; What is this?; Colour the picture with crayons.; What colour is your (bug)? Do you like (bugs)?; What a nice (tree)!; Listen. You say it.; What do you like in your picture?

Resources

- Class Audio CD: TR 2–5, 73, 76
- IWB: Video, Routine and Sc. 3
- Website: Video, Routine and Sc. 3
- Teacher's Resource CD-ROM / Website: Worksheet 1.8.7 (optional)
- Flashcards for Units 1–8 (optional), 66–69

Materials

- pink, purple, orange and green squares cut from card
- sticky tape
- blue, yellow, red, pink, purple, orange and green crayons
- scissors (optional)
- a completed copy of Worksheet 1.8.7 (optional)

1 Warm Up

- Say *Hello!* or *Hi!* to each child. Encourage children to greet you and each other.
- Ask children to sing the **Hello Song** (Audio: TR 2 / Video: Routine).
- Sing the **Unit 8 Song: Let's Go, Everyone** (Audio: TR 73 / Video: Sc. 3, Sing Along) with children. Use the song gestures while you sing. Encourage children to use them as well.

2 Review

- Place Flashcard 66–69 (pink, green, purple, orange) around the classroom. Say one of the colours and tell children to go to that colour. Repeat until children have gone to each colour at least once.
- Stick squares of pink, purple, orange and green card on the floor in a big circle. There should be as many squares as there are children. Play **Let's Go, Everyone** (Audio: TR 73 / Video: Sc. 3, Sing Along) and tell children to walk or dance around the circle. Pause the music. Ask *Who is standing on orange?* Ask those children to put up their hands. Ask this question about the other colours, so that each child has a chance to put up his or her hand.
- Play the music again. Ask children to walk or dance around the circle. Pause the music again. This time ask *What colour have you got?* Go around in a circle and ask each child to call out the colour he or she is standing on.

3 Use Language

- **Bookwork** Tell children to sit at tables in small groups. At each table, place crayons of the following colours: red, blue, yellow, green, orange, pink and purple.
- Show children page 69 of the Student's Book. One at a time, point to the Sun, tree, flower, bug and grass and ask *What is this?*
- Hold up some crayons and say *Colour the picture with crayons.*
- Give children time to colour the picture. As they colour, move around the room, taking this time to give each child some one-to-one time. Ask children one or two questions about their pictures, for example *What colour is your bug? Do you like bugs?*
- Check that all children have finished colouring. Walk around the room, giving compliments on the pictures. First point to something in each child's picture and say *Look at the (bug)!* Then say things such as *I like your (bug)! What a nice (tree)!*
- Hold up a picture that a child has coloured. Point to the flower and say *Look at the flower!*

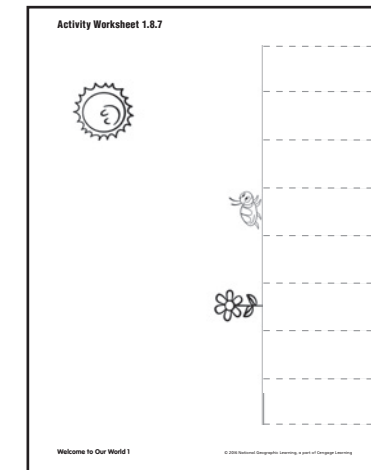
Teaching Tip

Whenever possible, find time to work with children one-to-one. Sometimes you can do this while the class is working on a longer colouring, painting or craft activity. Children enjoy the individual attention and this time helps you get to know each child better. This is also a good time to ask questions that will help you understand each child's progress.

Additional Activities

- Give each child a flashcard for one of the words learnt in this unit or a previous unit. Invite children to take turns holding up their cards and saying *Look at the (biscuit)!*

- Say *Listen*. Play the audio of the language model two times (Audio: TR 76).
- **Monkey:** *Look at the flower! Look at the flower!*
- **IWB Option** Show children the language model on the IWB.
- Point to children and say *You say it*. Give each child a chance to hold up their picture, point to the flower and say *Look at the flower!*
- Ask *What do you like in your picture? I like the (tree). Look at the (tree)!*
- Encourage children to hold up their pictures one at a time, point to something they like and say *Look at the (bug)!*
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 1.8.7 and a pair of scissors to each child. Children can continue to share the crayons they used in the previous activity.



- **Worksheet** Tell children to colour the part of the worksheet that has the cutting lines green on both sides.
- Then tell children to colour the flower and the bug on their worksheet, as well as the Sun.
- Next, tell them to cut the bottom part of the worksheet into strips, following the cutting lines. Model how to cut along the cutting lines. Provide help with the cutting as needed.

4 End the Lesson

- Sing the **Tidy Up Song** (Audio: TR 4 / Video: Routine) while children help you tidy up the materials used in the lesson.
- Sing the **Goodbye Song** (Audio: TR 5 / Video: Routine). Encourage children to wave goodbye to each other as they sing.