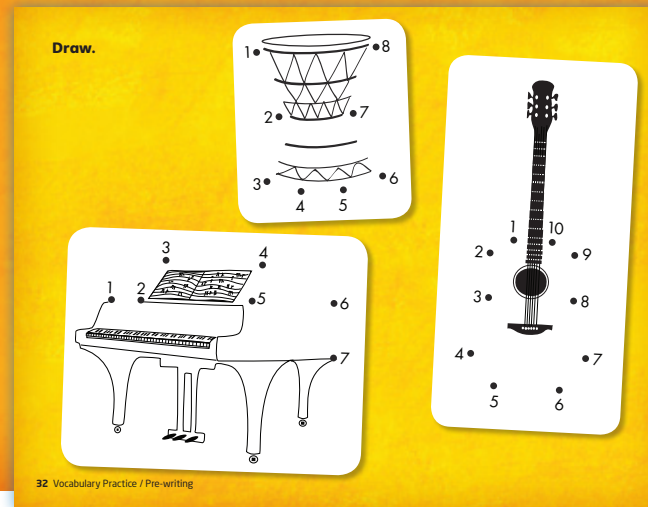


**LESSON 3**  
Vocabulary Practice  
Student's Book page 32

**Objective**

Demonstrate understanding of: *dancing, singing, clapping, stamping, shouting, drum, guitar, piano*



**Language**

**Review:** clapping, dancing, drum, guitar, piano, shouting, singing, stamping

**Recycle:** numbers 1 (one) – 10 (ten)

**Receptive:** What is (this/it)?; Listen.; Show me (clapping).; Where is the number 2?; Draw a line between the dots.; Now you do it!; Show me how to play (a drum).; Now do this!; I say a word. You put down the card.; What (cards have you got/do we need next)?; Put down three more cards.; Let's play a game. If I say 'Please start clapping', start clapping. If I say 'Start clapping', do not start clapping.; I must say 'Please'.

**Resources**

- Class Audio CD: TR 2–5, 37, 40–41
- IWB: Video, Routine and Sc. 3
- Website: Video, Routine Sc. 3
- Flashcards 62–69
- Teacher's Resource CD-ROM / Website: Worksheet 3.4.3 (optional), Mini Flashcards 62–69 (optional)

**Materials**

- scissors (optional)

**1 Warm Up**

- Say *Hello!* or *Hi!* to each child. Encourage children to greet you and each other by saying *Hello!* or *Hi!*
- Ask children to sing the **Hello Song** (Audio: TR 2 / Video: Routine) while waving to each other.
- Say the **Unit 4 Chant** (Audio: TR 37) with children. Tell them to do the actions as they say the chant.

**2 Review**

- Show children Flashcards 62–66 (dancing, singing, clapping, stamping, shouting) one at a time. As you show each, ask *What is this?*
- Play the **Unit 4 Song: Sing a Song** (Audio: TR 41 / Video: Sc. 3, Sing Along). Say *Listen*. Say each of these instructions one at a time and tell children to do them along with the music:
  - *Show me clapping.*
  - *Show me stamping.*

- *Show me dancing.*
- *Show me singing.*
- *Shout Hello.*
- Ask children to sit in a circle. Show children Flashcards 67–69 (a drum, a guitar, a piano) one at a time and ask *What is this?*
- Spread out the cards in the middle of the circle. Then say *Listen*. Play part of **Audio: TR 40**. Ask *What is it?* Invite a child to come to the middle, pick up the card for the instrument that matches the sound and say the word.
- Repeat this activity until each instrument has been reviewed two times.

**3 Practise the Vocabulary**

- **Bookwork** Help children open their books at page 32. Point to the picture at the top of the page. Point to the dot by the number 1. Say *Look at the number 1*. Then ask *Where is the number 2?*

- Say *Draw a line between the dots*. Point to the dots as you say the word *dots* and then model drawing a line between them. Then tell children to do it.
- Point to the dot by the number 3 and show children how to draw a line between the number 2 and number 3 dots. Then say *Now you do it!*
- Tell children to finish joining all of the dots in the picture. Move around the room to watch as children work. Provide help as needed.
- When children finish, ask them to hold up their books. Ask *What is it?* (a drum)
- Say *Show me how to play a drum*. Children drum on their desks.
- Now point to the piano and say *Now do this!* When children finish, ask them to hold up their books. Ask *What is it?*
- Say *Show me how to play a piano*. Tell children to put their hands out and move their fingers as though they are playing a piano.

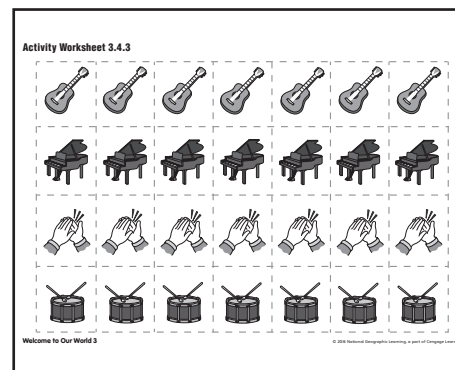
- Repeat the activity with the guitar.
- If time allows, let the children colour each instrument.
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 3.4.3 and scissors to each child.
- **Worksheet** Tell children to cut the worksheet along the cutting lines. Tell children to put the pictures for each word in separate groups.
- Say *Listen. I say a word. You put down the card*. Say *Guitar*. Tell children to put a *guitar* picture down. Then say *Piano*. Tell children to put a *piano* picture next to the

- guitar* picture. Move around the room to check that children are following your directions correctly. Then continue the pattern, one at a time, telling children to add another guitar, another piano and then another guitar.
- Ask *What cards have you got?* Ask a child to say the cards in order (guitar, piano, guitar, piano, guitar).
- Repeat the card pattern. Then ask *What card do we need next?* (a piano) Then, working as a class, one card at a time, tell children to continue building the pattern until they have got eight cards in front of them in this order: guitar, piano, guitar, piano, guitar, piano, guitar, piano.
- Now say the following pattern two or three times, telling children to put down the cards in the correct order: drum, drum, clapping, clapping, drum. Ask *What cards do we need next? Put down three more cards.*
- Move around the room as children work, providing help as needed.

- Review the correct pattern with the class: drum, drum, clapping, clapping, drum, drum, clapping, clapping.
- One at a time, present children with other pattern starters to add to. Use patterns such as:
  - drum, drum, guitar, guitar, drum
  - piano, guitar, clapping, piano, guitar
  - clapping, piano, piano, clapping, piano
- Review each full pattern with children.

**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.



**Additional Activities**

- Say *Let's play a game. If I say 'Please start clapping', start clapping. If I say 'Start clapping', do not start clapping*. Emphasise the word *not*. Say *I must say 'Please'*. Emphasise the word *please*. Say *Please start clapping!* Prompt children to clap. Then say *Start clapping!* without saying *please*. If any children start clapping, smile and say *Do not start clapping. I did not say 'please'*. Continue this game, reviewing the words stamping, dancing, shouting and singing.
- Give each child one Unit 4 mini flashcard. Ask each child to say the action or instrument they have. Play the **Unit 4 Song: Sing A Song** (Audio: TR 41 / Video Sc. 3, Sing Along). Have a parade around the classroom, with each child doing the assigned activity or pretending to play the assigned instrument.