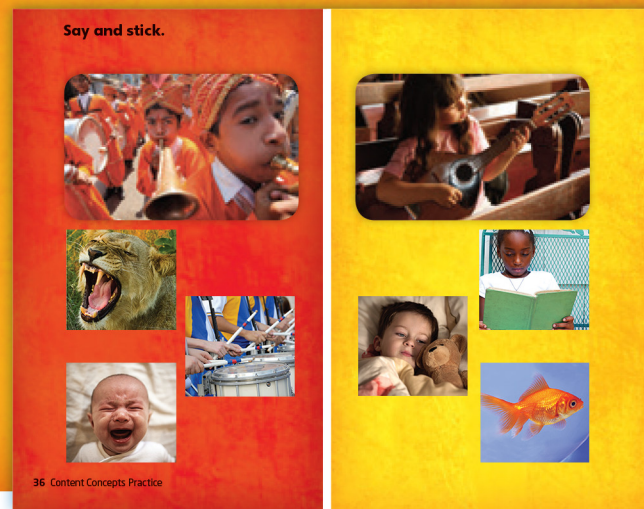


LESSON 6
Content Concepts Practice
Student's Book page 36

Objective
Demonstrate understanding of *loud* and *quiet*



1 Warm Up

- Ask children to sing the **Hello Song** (Audio: TR 2 / Video: Routine) to each other.
- Sing the **Unit 4 Song: Sing a Song** (Audio TR: 41 / Video: Sc. 3, Sing Along) with children. Use the song gestures while you sing and encourage children to use them as well.

2 Review

- **Bookwork** Help children open their books at pages 34–35. Point to the *loud* photo on page 34 and ask in a loud voice *Is this loud or quiet?* Say *That's right! This is loud!* Then point to the *quiet* photo on page 35 and ask in a quiet voice *Is this loud or quiet?* Say *Yes. This is quiet.*
- Say *Listen and say loud or quiet.* Do the following and ask children to say *loud* or *quiet* for each action you do. Keep doing each action until children call out the correct word:

- sing loudly, sing quietly
- clap quietly, clap loudly
- stamp quietly, stamp loudly
- count quietly, count loudly
- laugh loudly, laugh quietly
- cry quietly, cry loudly

3 Practise the Content Concepts

- **Bookwork** Say *Let's do a sticker activity!* Show children page 36. Point to the left side of the page, with the photo of the children playing trumpets and ask *Is this loud or quiet?* (loud) Then point to the right side of the page, with the photo of the girl playing the instrument and ask *Is this loud or quiet?* (quiet)
- Help children find and remove the Unit 4 stickers from the back of the book. Point to the sticker of the lion and ask *What is this?* Then ask *Is this loud or quiet?* (loud)
- Show children how to peel the sticker. Hold up the sticker and say *The lion is loud.* Then point to the photo at the top of the left side

of page 36 and say *This is loud, too.* Model placing the lion sticker in the *loud* column.

- Then show children the sticker of the girl reading. Ask *What has the girl got?* (a book) Ask *Is this loud or quiet?* (quiet) Then point to the photo at the top of the right side of page 36 and say *This is quiet, too.* Model placing the sticker of the girl reading in the *quiet* column.
- Point to the rest of the stickers and say *Now you do it!*
- Move around the room, providing help as needed. **NOTE:** You may choose to ask children to do this activity in pairs.
- When children finish the activity, review the remaining items as a class. Before saying whether each picture shows *loud* or *quiet*, ask children to name any of the items or actions they can name on each sticker (drum, crying, sleeping, fish).
- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 3.4.6 and a black felt tip or crayon to each child.

Teaching Tip

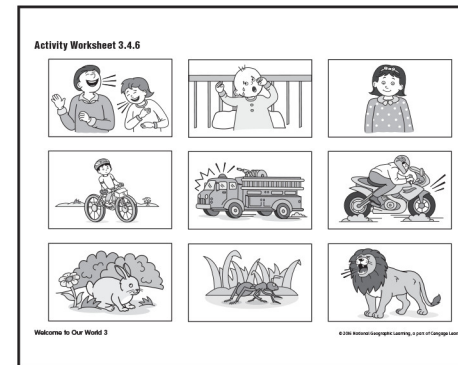
Young children sometimes have trouble quietening down and listening. There are many techniques to quieten children and get their attention. Choose one and use it each time you need to tell children to quieten down and listen. One simple technique is to turn the lights on and off. Another effective technique is to clap your hands three times and teach children to clap their hands three times in response.

Language

Review: clapping, count, drum, lion, loud, quiet, read, singing, stamping

Recycle: ant, baby, bike, book, crying, different, fire engine, fish, laughing, numbers 1–2, motorbike, rabbit, smiling, I like (drums).

Receptive: Is this loud or quiet?; That's right!; Yes.; Listen and say *loud* or *quiet*.; Let's do a sticker activity!; What is this?; This is (loud), too.; What has the girl got?; Now you do it!; What are they doing?; What is (she) doing?; How many are (loud)?; Cross out the different one.



- **Worksheet** Hold up the worksheet. Point to the picture of the people laughing and ask *What are they doing?* (laughing) Then ask *Is this loud or quiet?* (loud) Then point to the baby crying and ask *What is the baby doing?* Then point to the child smiling and ask *What is she doing?*
- Ask *How many are loud?* (two) Ask *How many are quiet?* (one) Then say *Cross out the different one.* Show children how to cross

out the different picture by putting an X through the picture of the child smiling.

- Point to the remaining two activity items and say *Now you do it!*
- Move around the room, providing help as needed.
- When children finish the activity, review the remaining items as a class. Before saying whether each picture shows *loud* or *quiet*, ask children to name any of the items they can on the worksheet (bicycle, fire engine, motorcycle, rabbit, ant, lion).
- If there's time, ask children to cut out the six pictures that were not crossed out. Show them how to mix up the pictures and then ask children to put the loud things together in one group and the quiet things in another.

Resources

- Class Audio CD: TR 2–5, 41
- IWB: Video, Routine and Sc. 3
- Website: Video, Routine and Sc. 3
- Teacher's Resource CD-ROM / Website: Worksheet 3.4.6 (optional)
- Activity Book page 19

Materials

- black crayons or felt tips (optional)
- a crunchy snack, such as carrots or celery (optional)
- a soft snack, such as cheese or bread (optional)

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.

Activity Book page 19.
Teaching notes available on pages 96–97.

Additional Activities

- Give out a snack that is crunchy and makes a loud sound when children bite into it, such as carrots or celery sticks. Also give them a snack that does not make any sound when children bite into it, such as cheese or soft bread. Ask children to bite into each and say if it is *loud* or *quiet*.
- Say something so quietly that children cannot hear what you are saying. For example, whisper *I like drums.* Tell children to call out *Loud!* Then say the sentence again, only slightly louder. Tell children call out *Loud!* again. Say the sentence

again, slightly louder. Tell children to continue to call out *Loud!* while you continue to speak slightly louder each time, until children can hear what you are saying. Then, ask children to repeat the sentence they hear.

- Take children for a walk outside. Ask them to listen for loud and quiet sounds. Tell them to call out *Loud* for loud sounds, such as building machinery and motorbikes and *Quiet* for quiet sounds, such as birds chirping and the wind blowing in the trees.