

Session 23

Objectives

- **Vocabulary:** Reinforce the words **fire engine, ambulance, police car** and **siren**.
- **Vocabulary:** Introduce the words **doctor, vet, healthy** and **ill**.
- **Narrative:** Personal event narrative focusing on emotions.

Equipment

- General group session equipment (see Session 1 on page 27)
- Flashcards for **fire engine, ambulance, police car, siren, doctor, vet, healthy** and **ill**
- Healthy and Unhealthy cards

Preparation

- Cut out healthy and Unhealthy cards.

Session plan

Introduction checklist:

- Greeting
- Day of the week
- Ted
- Listening Rules
- Best Listener board
- Listening Game

Reinforcement

- Reinforce Session 22's Special Words **fire engine, ambulance, police car** and **siren**.
- *"Let's talk about the Special Words we learned last time. Who can remember what this is?"* Show students a picture of a **fire engine**. Repeat for **ambulance** and **police car**. *"And who can remember what noise these make?"* If students imitate the noise then ask, *"Well done. Can anyone remember what that noise is called?"*
- Try not to prompt but if students struggle to find a word, try to help them retrieve the word by describing the target word (semantic help) or tell them the first sound of the target word (phonological help).
- If they still struggle to find the word, tell them the word you are looking for, repeat the word's definition and encourage all students to try to remember it.
- *"Well remembered. Our Special Words last time were **fire engine, ambulance, police car** and **siren**."* Ensure that all students repeat the words.

Vocabulary

- Introduce today's Special Words **doctor**, **vet**, **healthy** and **ill**.
- **Doctor, vet, healthy** and **ill**: Say, "Today we are going to learn some new words. Look at this picture. What is this?"
- Reinforce correct responses and give the answer if no correct responses are given. "Let's all say the word '**doctor**'." Make sure all students say the word. Repeat for **vet**. "Who knows when you see a **doctor**, and when you see a **vet**?"
- Reinforce correct responses and give the answer if no correct responses are given. "That's right – we go to the **doctor** when we feel **ill** and we go to the **vet** when our pet is **ill**. Let's all say the word '**ill**'. Who can tell me what the opposite of **ill** is?"
- Reinforce correct responses and give the answer if no correct responses are given. "That's right – the opposite of **ill** is **healthy**. We do not need to see a **doctor** or a **vet** when we and our pets are **healthy**."
- Carry out Activity 1.

Activity 1: Personal narrative

Say, "Can anyone remember when they went to the **doctor**?" Encourage students to tell you a story. Then say, "Can anyone remember when they went to the **vet**?" If no responses are given, ask any of them if they have an animal at home and continue from there. If none of them have pets, then tell them a story of your own and ask them where you should take the ill animal.

- Carry out Activity 2.

Activity 2: Healthy/unhealthy pictures

Say, "It is important to keep **healthy**. We are going to look at some pictures and I want you to tell me whether you think they would keep you **healthy** or not." Show students the pictures and reinforce correct responses, e.g. "Yes, fruit is good for us to eat because it is so **healthy**," and correct incorrect responses.

- When you have completed Activities 1 and 2, say, "Well done. Our Special Words for today are **doctor**, **vet**, **healthy** and **ill**." Show students the flashcards and give definitions for each word.

A **doctor** is someone we go to when we don't feel well. They try to make us feel better.

A **vet** is someone we take our pets to when they don't feel well. The **vet** tries to make our pets feel better.

Healthy is when we feel well and do not need to see a **doctor**. We can stay **healthy** by eating **healthy** foods like fruit and vegetables, by drinking water, brushing our teeth and doing exercise.

We are **ill** when we do not feel well and we need to see a **doctor**.

Narrative

- Introduce the narrative task (personal event narrative involving emotions).

Say, *“Last time we were thinking about how other people feel. Today I want you to tell Ted and me a story about what happened last night/yesterday at school/at the weekend. Make sure you tell us how people were feeling.”* If students are not responsive, it may help to ask them specific questions such as *“What did you do at the weekend that made you happy?”* and help them construct a story from there. Make sure you model correct sentences and that every student constructs a narrative.

- When you have finished the narrative task, move on to the plenary.

Plenary checklist:

- *What have we done today – first, next and last?*
- *What are our Special Words today?*
- *Who is the Best Listener?*
- Give out stickers for students’ sticker charts.