

## Session 3

### Objectives

- **Letter sounds:** Introduce **T** and reinforce letters **S** and **A**.
- **Vocabulary:** Reinforce the words **lamb, calf, chicks** and **foal\***.
- **Vocabulary:** Introduce the words **spring, summer, autumn** and **winter**.
- **Narrative:** Use four-sequence *Snowball* picture story. Focus on **who, what** and **where** using the Scarecrow story map.

### Equipment

- General group session equipment (See Session 1 on page 36)
- Flashcards for **lamb, calf, chicks, foal\*, spring, summer, autumn** and **winter**
- Letter cards for **S, A** and **T** (not provided)
- Animal dominoes cards
- Seasons cards
- Seasonal activities cards
- *Snowball* story prompt cards
- Scarecrow story map card (from Session 1)

### Preparation

- Cut out animal dominoes cards.
- Cut out seasons cards.
- Cut out seasonal activities cards.
- Cut out *Snowball* story prompt cards.

### Session plan

Introduction checklist:

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

### Letter sounds

- Say, *'Now we are going to learn another letter and its letter sound together with Ted.'*
- Teach the letter **T** following the instructions given in Box 3.3 on page 21.
- Stick the new letter/mnemonic card of the letter on the Letter board.
- Reinforce the letters **S, A** and **T** by playing a quick sound game (see Boxes 3.4–3.7 on pages 22–24).

## Reinforcement

- Reinforce Session 2's Special Words: **lamb**, **calf**, **chicks** and **foal**\*
- Say, 'Now let's think about the Special Words we learned last time we met. Who can remember what these were?' Show students the flashcards from Session 2.
- 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 and repeat the word's definition.
- At the end say, 'That's right – our Special Words last time were **lamb**, **calf**, **chicks** and **foal**\*.' Ensure that all students repeat the words.
- Carry out Activity 1.

### Activity 1: Dominoes with animals and their young

Show students the domino card showing a cow and a sheep, and the card showing a **lamb** and a hen. Say, 'Can you see these domino cards? This one shows a **lamb** and a hen. The pictures don't match because the **lamb** is a baby sheep, not a baby hen. Let's look at the second domino card. Here are pictures of a cow and a sheep. Does the cow match the hen? [put the hen next to the cow] ... No, we need **chicks** to match the hen. Does the sheep match the **lamb**? [put the sheep next to the **lamb**] ... Yes, the **lamb** matches the sheep because a **lamb** is a baby sheep. So we can put the sheep next to the **lamb**.'

Divide the set of domino cards between you and the students (leave out the ones with a horse or a **foal** if you are not teaching the optional special word **foal**). Explain to the students that you are looking for matching pictures and that these matching pictures are always animals with their young. Show them that they can place a card on either of the sides. Say, 'On this side is a hen [point to the hen]. So what matches the hen? What are baby hens called? ... Yes, **chicks**. Who has **chicks** to put next to the hen?' etc. Continue the game, accompanying it by using words from Session 2 as often as possible and encouraging the students to use them as well. If it takes too long to find all the matching pictures, you could say, 'Well done – we have found a lot of animals with their young. Let's find one more and then we'll play something else.'

## Vocabulary

- Introduce today's Special Words: **spring**, **summer**, **autumn** and **winter**.
- Carry out Activity 2 on page 48.

## Activity 2: Talking about the seasons

Note: You can adapt this activity to suit the country and climate that you are in. E.g. *'In our part of Australia, we tend to have two main seasons: a wet and dry season. But in other areas of the country, the weather changes over spring, summer, autumn and winter.'*

Put the season pictures on the table/floor and say to the students, *'Now let's have a look at these pictures. Each picture shows a different time of year. Can anyone point to the picture that shows the time of year we have now?'* Adapt this activity depending on when the session is taking place, i.e. spring, summer, autumn or winter. For example, *'... Yes, that's right: it's cold outside and in some places it snows. Does anyone know what this time of the year is called?'* Reinforce correct guesses and give the correct answer if no correct guesses are given. Say, *'This time of the year is called **winter** [show flashcard]. Let's all say the word **winter**.'* Make sure all the students say the word. *'What time of year is it when it's sunny and warm and you can play outside really often? [point to card for **summer**].'* Reinforce correct guesses and give the correct answer if no correct guesses are given. Say, *'Yes, it's **summer** when it's really warm outside [show flashcard]. Let's all say the word **summer**.'* Make sure all the students say the word. Repeat for **spring** and **autumn**. You could also ask students what events happen in the different times of the year (e.g. **spring**: everything grows and blossoms, **summer**: holidays, **autumn**: coloured leaves).

- When you have completed Activity 2, carry out Activity 3.

## Activity 3: Sorting seasonal events

Put the pictures with events/activities on the table/floor. Say, *'Look at these pictures. They show activities we do at the different times of the year. Some of them belong to **summer**, some to **winter**. Let's see what activity fits with which time of the year and sort the pictures.'* Choose one picture at a time and discuss with the students which time of the year it belongs to. You may want to ask students to choose pictures as well. Accompany Activity 3 by using today's Special Words: as often as possible and encouraging the students to use them as well.

- When you have completed Activity 3, say, *'Well done. Our Special Words for today are spring, summer, autumn and winter.'* Show students the flashcards and give definitions for each word.

**Spring** is when the weather begins to get warmer and plants begin to grow.

**Summer** comes after spring. It is when the weather is warm or hot and we have summer holidays from school.

**Autumn** is the time of the year after summer. In some places, it is the time when the leaves turn brown and fall off the trees.

**Winter** is the last season of the year. It is a time when the weather is colder and in some places it may snow.

## Narrative

- Use the four-sequence *Snowball* picture story. Focus on **who**, **what** and **where** using the Scarecrow story map.
- Try to incorporate some Special Words in the narrative work by, for example, asking about the season in the pictures.

Display the four-sequence *Snowball* picture story prompts on the table/floor. Discuss them picture by picture with the students, asking them questions such as '**Who** can you see?', '**What** can you see and **where**?', '**What** are they doing?' When you have discussed each picture, ask students to put the pictures in the correct order.

When the story is correctly sequenced, say, '*Now let's tell the story to Ted. We have to remember our Scarecrow story map [show story map and remind students of story elements as necessary] so that Ted knows exactly what's happening in the story. I'll start to tell the story and tell Ted what's happening in the first picture. And then you do the same with the other pictures.*' Ask students to describe one picture each. Praise them in particular if they include information about **who**, **what** and **where**.

## 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.