

## Session 7

### Objectives

- **Vocabulary:** Reinforce the words **body, head, small** and **big**.
- **Vocabulary:** Introduce the words **wash** and **dry, dirty** and **clean**.
- **Narrative:** Personal event narrative (creating a personal story about Sports Day)

### Equipment

- General group session equipment (see Session 1 on page 27)
- Flashcards for **body, head, small, big, wash, dry, dirty** and **clean**
- Paint for hands (not provided)
- Nearby sink
- Protective newspaper (not provided)
- Personal event prompt card (Sports Day/Playtime)

### Preparation

- Put out protective newspaper etc. in the surrounding area for painting.
- Cut out personal event prompt card.

### Session plan

Introduction checklist:

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

### Reinforcement

- Reinforce Session 6's Special Words **body, head, small** and **big**.
- Say, "Now we are going to think about the Special Words we learned last time we met." Point to your whole **body**. "Who can remember what this is called?" Repeat for **head**.
- "Can anyone remember a word for talking about the size of something? And who can remember what the opposite of that word is?"
- Try not to prompt students but if they 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.
- Say, "Well remembered. Our Special Words last time were **body, head, big** and **small**." Ensure that all students repeat the words.

## Vocabulary

- Introduce today's Special Words: **wash**, **dry**, **dirty** and **clean**.
- Say, "Now we are going to learn some more new words. How do your hands look after you have played in the mud?"
- Reinforce correct guesses and give the correct answer if no correct responses are given.
- "That's right – they are **dirty**. What do we need to do when we have **dirty** hands? Yes, we have to **wash** them and after we **wash** them we have to ... them. Yes, we have to **dry** them. What are our hands like when we have **washed** them? Yes, they are **clean**."
- Carry out Activity 1.

### Activity 1: Handprints

Say, "Look at our hands. Are they **clean**? We are going to make them **dirty**." Put the paint on the table and ask students to put their hands in the paint and then make a handprint on some paper. "Now our hands are **dirty**. What do we have to do? That's right – we have to **wash** them." Take students to the sink and help them **wash** and **dry** their hands. "Now our hands are **clean**."

- When you have completed Activity 1, say, "Well done. Our Special Words for today are **clean**, **dirty**, **wash** and **dry**." Show students the flashcards and give definitions for each word.

**Clean** is when something is not muddy or mucky anymore because it has been **washed**.

**Dirty** is when something is muddy or mucky and needs to be **washed**, like when you get mud on your clothes.

You **wash** something with water, and sometimes soap, which makes it **clean** again.

You **dry** things to stop them from being wet after they have been **washed**.

## Narrative

- Introduce the narrative task on creating a personal story about Sports Day or Playtime.

Say, "We have been looking at different stories over the past few weeks. Today we are going to tell a story about something that has happened to us." Focus on the Sports Day picture on the personal event prompt card, and ask them if they know what children are doing. Ask them to talk about Sports Day at school. If they haven't been involved in Sports Day, focus on the Playtime picture and ask them to think about when they have been running around outside, playing in the playground, etc. Try to encourage them to use the Special Words, i.e. "Did you get **dirty** at Sports Day/Playtime? What did you have to do to get **clean**? What did you have to do your clothes?"

- 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.