

Session 8 - On and in

Vocabulary

- Explain to the pupil that you are going to talk about two new words.
- Introduce the words on and in: "Today we are going to think about two new words we can use when talking about food. The two new words we are going to talk about today are on and in. In and on are words we can use to talk about where things are."
- Introduce pictures that demonstrate on and in and ask questions about the pictures.
- Give the pupil the definition of on and in.
- If they find this tricky, demonstrate it physically with objects.
- Make a word web.

Play a game - make a sandwich and a pizza

- You may wish to extend this activity over 2 sessions (8 and 9)
- Introduce the game to the pupil.
- Give the pupil the templates of a pizza and a sandwich, along with the possible toppings and fillings.
- Ask the pupil to select pizza toppings and sandwich fillings saying on and in where appropriate.

Expressive language

- Explain that you are going to use their topic book, so that they can tell other people about what they have been talking about and so that they can use their new words.
- Get out their topic book and encourage them to talk about the pizza or the sandwich they made in the session today. If they talk about one today, they can talk about the other tomorrow.
- Ask them to choose a picture to write about and stick in their book.
- "Which picture would you like to stick in your book today? Let's write something about the picture in our books. What would you like to tell your mummy and daddy?"
- Use the flashcards to support this activity.
- When you have finished this activity get out the pupil's word puzzle and ask them to find the on puzzle piece (candles on a cake) and place it in the correct place on the puzzle board.

Objectives

- Introduce the words on/in
- Talk about the words on and in
- Write something in their topic book about the words on and in
- Place a piece of their word puzzle in the correct position

Preparation

- Cut out pizza and sandwich templates
- Cut out toppings and fillings

Example prompts

- I am putting ham in my sandwich.
- I am putting peppers on my pizza.
- I am putting lettuce in my sandwich.
- I am putting cheese on my pizza.

Example prompts

- What have you put on your pizza today?
- Do you like pizza?
- What are your favourite things to have on a pizza?

- "Let's find the piece of your puzzle that shows food with something on it. Where do you think it should go?"
- When you have finished this, praise the pupil and say that you will see them next time

Adaptations

To increase difficulty:

- Pupil can take on the role of head chef and instruct the TA to make a particular type of pizza or sandwich
- Introduce sequencing language: First I'll put on the lettuce, then I'll put it in my mouth!

To reduce difficulty:

- Focus on either on or in and remove either pizza or sandwich
- Use only a small number of food choices
- Model putting fillings in or on sandwich or pizza; pupil can copy

Flashcard

on



Definition card

on

When something
is placed on top of
something else.

Flashcard

in

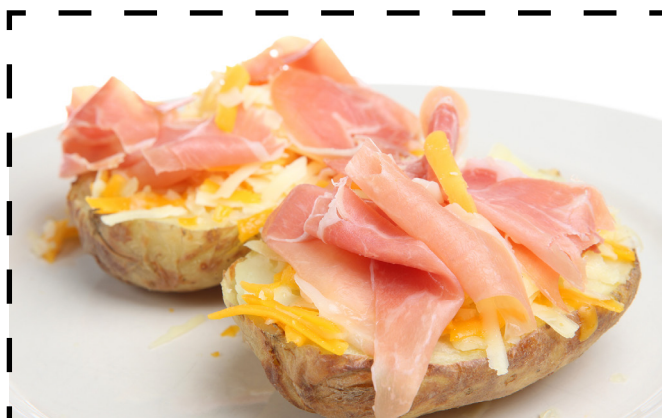


Definition card

in

Inside or within
something.

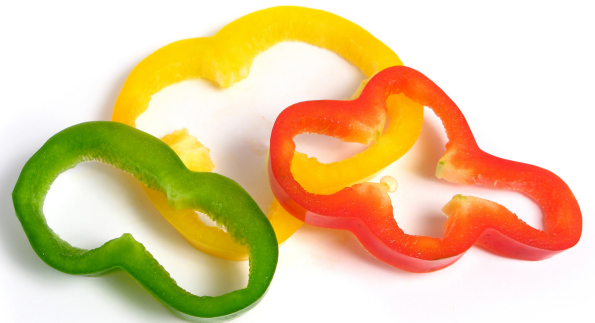
On pictures



In pictures

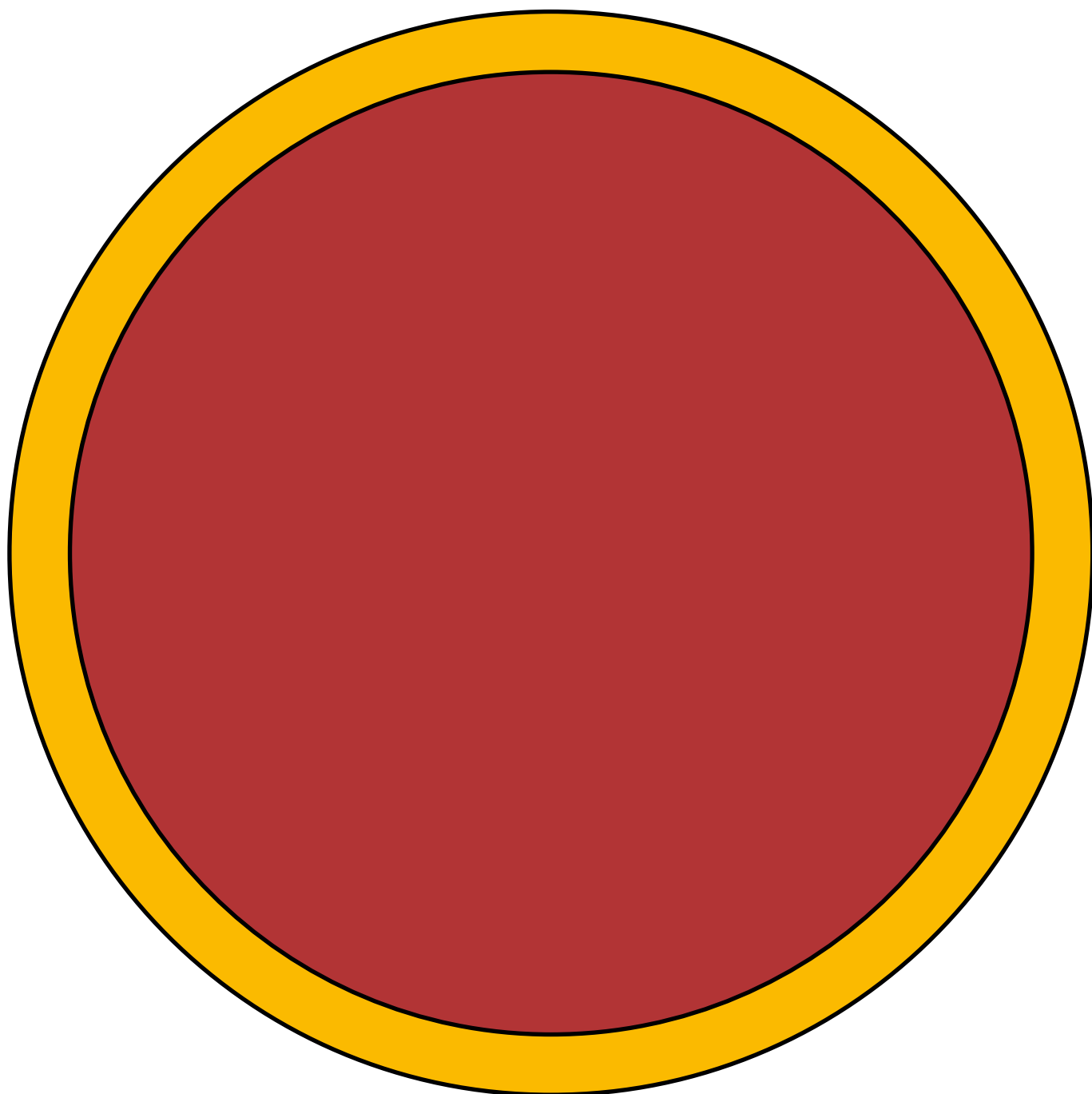


Pizza toppings

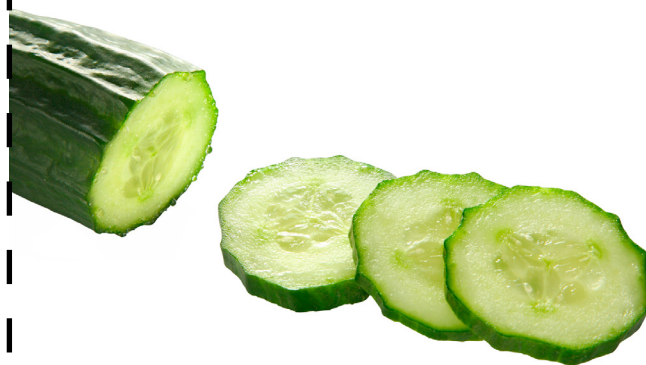


Pizza template

Cut a large disc from a piece of yellow card to make the crust and a smaller disc from a piece of red card to make a pizza base.

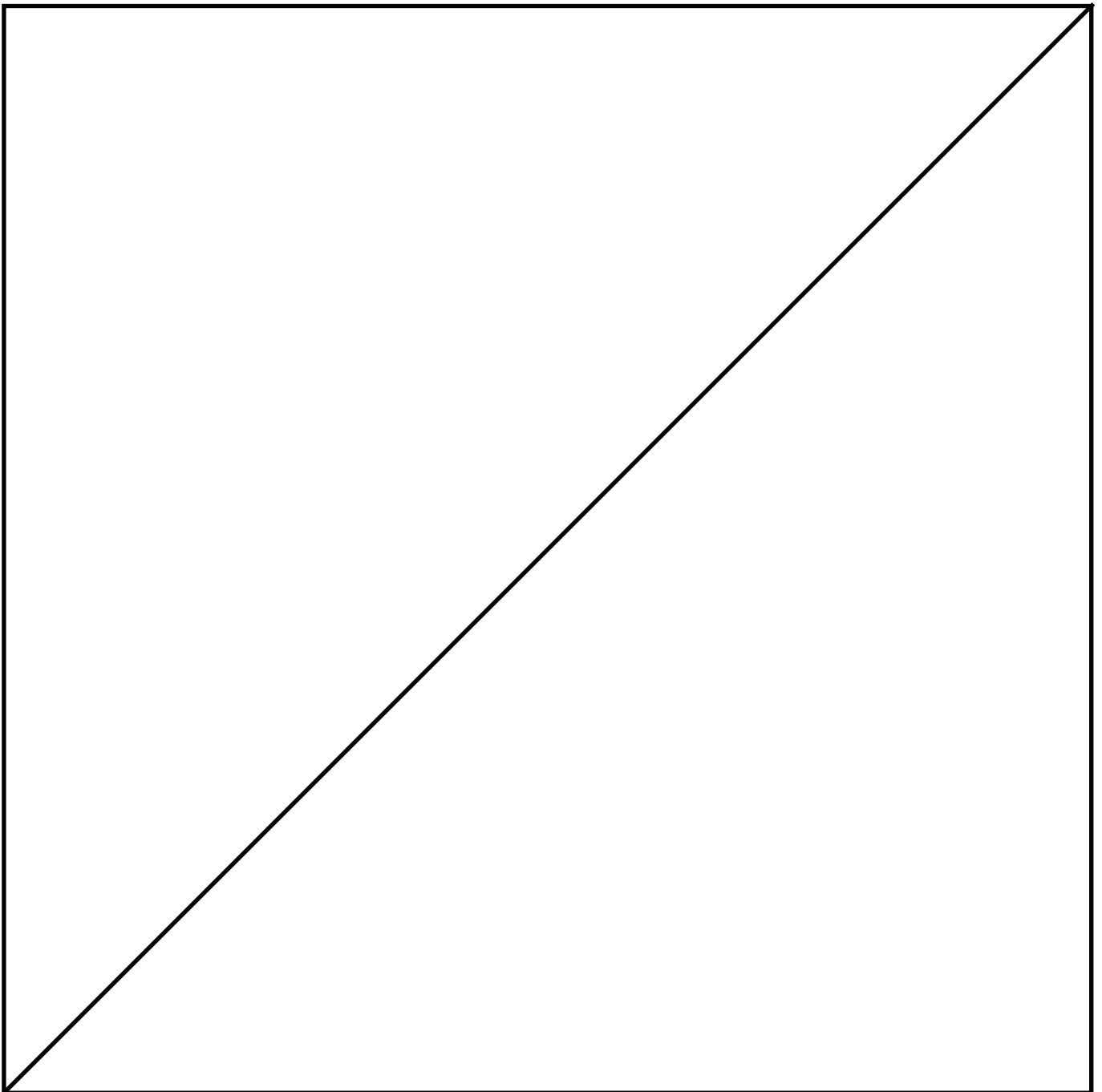


Sandwich fillings



Sandwich template

Cut two large squares from white card and cut each into triangles to make two sandwich templates.



Topping/filling distractors

