

Session 9 - On and in (continued)

Vocabulary

- Remind the pupil of the vocabulary from the last session: "Last time we talked about two words we could use when talking about food, can you tell me what those two words were? Last time we talked about on and in, we are going to talk about these two words again today."
- Look through the activity from yesterday in the pupil's topic book, revising the words on and in in the context of food.
- If you did not get time to finish all the activities yesterday, you could spend some time finishing those off e.g. if you only made the pizza, you could make the sandwich today.
- Encourage them to apply their knowledge of on and in outside the context of food. Adapt to work with the materials you have around you.
- Encourage the pupil to act out the vocabulary.

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 vocabulary you have been talking about in the session.
- Talk about the pizza or sandwich from last session. Write a sentence about the pizza or the sandwich, or about the activities you have done today, in their topic book.
- 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 in puzzle piece (sandwich) and place it in the correct place on the puzzle board.
- "Let's find the piece of your puzzle that shows food with something in it. Where do you think it should go?"

Objectives

- Continue to look at the words on and in
- Talk about the words on and in
- Write something in their topic book about the words on and in
- Complete word puzzle

Preparation

- Materials such as toys, so that child can physically demonstrate on and in

Example prompts

- Put the teddy bear on the chair.
- Put the book on the table.
- Put the toy cow in the drawer.
- Put on your jumper
- Put your hands in your pockets

Example prompts

- What did I ask you to put on the chair today?
- What have you got in your bag?
- What would you put on if it was raining?

- Finish by drawing the pupil's attention to the words on their completed word puzzle.
- "Today you have finished your puzzle about food. What activities did you like? Do you have a favourite word?"
- Praise the pupil, say well done and that you will see them next time.

Adaptations

To increase difficulty:

- Introduce two or three-part instructions e.g. Put the book on the table and the pen in the drawer
- Encourage the pupil to give you instructions to follow

To reduce difficulty:

- Focus on either on or in instructions
- Model physical actions for the pupil, explaining what you are doing