

About this unit

This unit is about where we live. Pupils discuss a picture, answering *wh*- questions. They identify consonants and blends in a reading text and answer questions about the story. They learn and use new words in sentences, and practise *fl*- and *pl*- words. They write answers to *wh*- questions and complete a sentence about their homes. There is plenty of learning fun with rhymes and drawing.

Lesson 1**Lesson aims**

- *Listening and speaking*: understanding and answering *wh*- questions
- *Grammar*: prepositions (*in front of, behind, next to, under, on top of*)
- *Reading*: vocabulary (*car, water tank, kennel, puppy, swing, gate, front door*); sight words (*two, do*); *wh*- question words (*where, when, which, whose, why, how*).

Resources

- Chalkboard
- Pupil's Book
- Workbook
- Flashcards with *wh*-, prepositions, sight words and new vocabulary words
- Words of *Where, oh where, has my little dog gone?* (Extension activity).

Starting off

1. Sing Old Mr Mensa had a farm:
*Old Mr Mensa had a farm
Hee Hi Hee Hi Ho
And on that farm he had a duck
Hee Hi Hee Hi Ho
With a quack, quack here
And a quack quack there
Here a quack, there a quack,
Everywhere a quack quack*

*Old Mr Mensa had a farm
Hee Hi Hee Hi Ho.*

Listening and speaking

(Pupil's Book p. 37)

1. Refer to the picture on p. 37. Ask pupils *where* the cat is. Show the *where* flash card. Explain that we can use *wh*- words to ask questions. (We also call *how* a *wh*-word.) Introduce all the *wh*- words using flashcards and example questions relating to the picture: *Which car is bigger? What is the lady doing? Whose puppy is this?* Revise or introduce new vocabulary that relates to the picture. Use home language equivalents to help.
2. Ask where the puppy, the boy and the boy's mother are in the picture. Practise the use of prepositions (as learnt in Unit 3). Use preposition flashcards as reminders. They point to the thing as they speak.
3. Put the pupils into pairs. Read the questions, then let them answer in pairs.

Answers (will vary):

1. The cat is under the tree. 2. I can see the boy's puppy. 3. The boy is standing. 4. This is the boy's mother.
4. Pupils look at the picture again and talk to their partners about what else they see and what is happening.
5. Ask them if the house looks like theirs. *How is it the same? How is it different?*

Reading and writing

(Workbook p. 15)

1. Introduce the sight words *two* and *do*. Model their use in informal discussion.
2. Write these sentences on the board for pupils to copy into their note books. Check spelling and letter formation:
*Which side of the gate is the tree?
The gate is not new. It is old.*
3. Pupils complete Exercises 1 and 2 (WB)

p. 15), using vocabulary words from this and previous units to name the things in and around the house they draw.



Support

(Pupil's Book p. 37)

Refer to the picture on p. 37. Revise *wh*-words by asking more *wh*- questions.



Extension

Teach this rhyme. Emphasise *where* as you read:

*Where, oh where, has my little dog gone?
Where, oh where, can he be?
With his ears so short and his tail so long,
Where, oh where, can he be?*

Lesson 2



Lesson aims

- *Listening and speaking*: talking about a picture; answering questions about a story
- *Reading*: a text and answering questions about it; picking out consonants and blends; vocabulary (*farm, fruit, livestock, pickup truck, Friday, transport, feed, animals, pack, wheel, fix, Sunday*); prepositions (*in front of, next to, behind, on top of, on, outside, in*).



Resources

- Chalkboard
- Pupil's Book
- Cards with prepositions and pictures
- Flashcards of reading text vocabulary and sight word: *there*
- Spelling list for classroom use
- Sentence strips of selected sentences
- Personal dictionary for each pupil



Starting off

1. Sing verse 2 of *Old Mr Mensa*
*Old Mr Mensa had a farm
Hee Hi Hee Hi Ho
And on that farm he had a cow
Hee Hi Hee Hi Ho*

*With a moo moo here
And a moo moo there
Here a moo, there a moo,
Everywhere a moo moo
Old Mr Mensa had a farm
Hee Hi Hee Hi Ho*



Reading

(Pupil's Book p. 38)

1. Turn to the picture on p. 34 of the PB. Divide pupils into small groups to discuss what they see and what the objects look like (adjectives) and where they are (prepositions/words that indicate position). They discuss who they see and what the people are doing. Walk around the classroom and listen while they have their discussions. Assist where necessary. Ask individual pupils to point to and name different things and people in the picture.
2. Make a class list of the things and people in the picture with the pupils.
3. Revise new words, then through shared reading, let pupils read the story on p. 38.
4. Guide pupils through the questions then let them discuss the answers in pairs. They should answer in full and correct sentences.

Answers

(Pupil's Book p. 38)

1. Chidinma lives on a farm. 2. The wheel is flat.
3. Chidinma, grow, fruit, truck, Fridays, transports, drums, flat, friend, church



Reading and writing

1. Introduce the sight word *there*. Write this sentence on the board: *There are two cars on the road*. Pupils say the word and read the sentence. Ask them to make up more *there* sentences to write on the board. Use *There are ... There is ...*
2. Practise spelling a selection of blend words from previous lessons aloud.
3. Write incomplete blend words (with the initial sound missing) on the board and let pupils come and complete the words.

They should then match what they have written to the list of blend word cards alongside.

4. Ensure you have recorded new words on the class spelling list. Now pupils add new words to their personal dictionaries.

Support

1. Work with individuals, pairs or small groups to read the passage again (PB p. 34).
2. Pay special attention to the blend words. Ask a pupil to find a word in the text and identify the sound. (e.g. find *truck*, write it on the board, circle the *tr* sound)

Extension

1. Ask pupils to make a list of the animals in the picture (PB p. 34). Work as a class to put the list in alphabetical order.
2. In pairs, pupils list three things/objects in the picture (not animals or people). Each thing starts with a different letter. Now they put them in alphabetical order (*house, truck, washing*).

Lesson 3

Lesson aims

- *Listening and speaking*: naming animals and saying where they live; answering comprehension questions
- *Reading*: vocabulary (*kennel, nest, hive, father's, mother's, bicycle, snakes, street, wealthy, picnic, weekend, invite, grazing, excitement, crows*); names of animal homes
- *Writing*: sentences.

Resources

- Chalkboard
- Pupil's Book
- Reader
- Workbook
- Flashcards of new words and Reader vocabulary.

- Spelling list for classroom use
- Sentence strips of selected sentences from Reader pp. 20–21
- Personal dictionary for each pupil
- Pictures of various animals, in their homes if possible.

Starting off

1. Play a game of Simon says with instructions such as: *stick out your tongue, touch your left foot, etc.*

Grammar (Pupil's Book p. 39)

1. Show the pupils your pictures of animals and ask them the names of the animals and where they live, e.g. *A mouse lives in a hole. A bat lives in a cave.* List the animals and their homes on the board.
2. Look at the pictures (PB p. 39). Ask them what kinds of homes they can see and talk about the animals that might live in them. If there are any new homes, add them to your list on the board.
3. Read the new words with pupils. Be sure they understand the meanings.
4. Now pupils make sentences using the words. Take in the books to check their understanding and correct grammatical structure.

Reading (Workbook p. 16)

1. Pupils turn to Exercise 3 on p. 16 and use the pictures to complete the sentences.

Answers:

a) pond/ river b) kennel c) hive d) nest e) hole

Reading (Reader pp. 20–21)

1. Pupils turn to *Where I live* on p. 20. Guide them through your selected sentence strips.
2. Read out the story as the children listen. Explain difficult words. Talk about and use new words.
3. Read the story again and ask pupils to follow in their books as you read.

- Repeat, and let them read after you.
- Ask them to read silently now. Look for good eye and finger movement.
 - Ask the comprehension questions to check understanding.
 - Discuss the story. How do pupils feel? *Is Aisha naughty to tease Lucy? Is it nice to compare houses?*

Answers:

- Aisha loves to go on picnics and shopping.
- Lucy thinks Aisha's home is a hut.
- Lucy wants to take pictures of the hut.
- Pupils describe a hut with animals grazing around it and crows on the roof.

Support

Ask pupils to draw two animals in their homes. Under each picture they write the sentence: Here is a ___ in its _____. (*Here is a bird in its nest.*)

Extension

- Practise farm vocabulary (*poultry* means *hens*), then teach this rhyme:
*L is for Livestock,
The cattle, the sheep.
The goats and the poultry
(The pigs are asleep!)*
- Challenge pairs to find farm words for letters of the alphabet: B (barn, bread, beet); C (cow, crops, corn); D (ducks, dam); E (eggs); F (fields, fruit); G (goats, grain); M (maize); S (sheep, silo)

Lesson 4

Lesson aims

- Reading*: words that start with the phonics blends *fl-* and *pl-*; *vocabulary* (*flag, plug, plate, plum, plan, plane, plan*).

Resources

- Chalkboard
- Pupil's Book

- Blend cards of *fl-* and *pl-* words
- Personal dictionaries.

Starting off

Play a game of *I spy* to practise different letters of the alphabet.

Reading (Pupil's Book p. 40)

- Introduce the *fl-* and *pl-* blends using your blend cards. Pupils must sound, say and spell the words and use them in sentences.
- Read the following sets of words slowly. Pupils should listen to the blends (beginning sounds). Now read the set again. This time, when they hear a word with a different beginning sound, pupils put up their hands.
*play, plant, brush, plate
fly, tree, flag, flock
plum, plug, play, train
flowers, flat, green, fly*
- Pupils turn to Phonics on p. 40 and follow the same procedure.

Answers (Pupil's Book p. 40)

1a) sheep b) goat c) home d) bus

- Ask pupils to copy the table in Question 2 into their note books and write the *fl* and *pl* words from Exercise 1 under the correct headings: *fl*: flowers, flag, flat, fly, flock; *pl*: plug, play, plate, plum, plan, please

Writing

Pupils add new words to their personal dictionaries.

Support

- Hold an inter-group competition to see which group can spell the most sight words correctly. Mix stronger and weaker pupils in groups together.
- Let pairs play a matching game with the phonics and sight word playing cards.

Extension activity

1. Give pupils this *pl-* tongue twister to enjoy: *Please plan plum pudding for supper.*
2. In pairs, pupils try to make up their own tongue twister using *fl-* words. They challenge the rest of the class to say it.

Lesson 5

Lesson aims

- *Listening and speaking:* discussion about where they would like to live
- *Writing:* answering questions about their house; completing a sentence by filling in missing words

Resources

- Chalkboard
- Pupil's Book
- Workbook
- Old magazines, scissors, glue and paper for each group (Support activity)

Starting off

1. Sing Old Mr Mensa:
*Old Mr Mensa had a farm
Hee Hi Hee Hi Ho
And on that farm he had a pig
Hee Hi Hee Hi Ho
With an oinkoink here
And an oinkoink there
Here an oink, there an oink,
Everywhere an oinkoink
Old Mr Mensa had a farm
Hee Hi Hee Hi Ho*
2. List the *wh-* question words on the board. Ask pupils to get into pairs and ask each other *wh-* questions about their homes:
*Where do you live? What colour is it?
How many bedrooms are there?* etc.

Writing (Pupil's Book p. 40)

1. Put the pupils into pairs. Read the questions under Writing on p. 40 with the

class, then let pupils tell each other their answers. Share some of their answers with the class and write example answers on the board.

2. Ask pupils to copy the questions into their note books and then answer them. They should copy the questions into their note books along with their answers. Check work for understanding and grammar.

Speaking and Writing

(Workbook p. 16)

1. Lead a class discussion about where pupils would like to live. Perhaps they choose their existing home over a palace because that is where they feel loved etc. Link this to the discussion in Lesson 3 about wealthy homes versus more humble homes. Emphasise values rather than material things.
2. Pupils open to Exercise 4 on p. 16 and complete the sentence. First, guide them through the frame using an example answer: *I would like to live in a tent because it is fun to camp.* Check sentences for correct grammar and spelling.

Support

In small groups, pupils are given a limited time to cut out and stick in sight words they find in old magazines. Each word should be on a separate row. The group with the most sight words wins.

Extension

1. Groups enjoy performing one of the rhymes from this unit for the class. (*Old Mr Mensa, Where oh where has my little dog gone? L is for livestock.*)
2. Pupils enjoy reading quietly to themselves from the Reader or a book from the reading corner.